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ABSTRACT

This collection of essays on school climate seeks to provide a broad perspective on climate evaluation and to suggest activities that can improve working conditions in schools. Written by practicing educators who have exercised leadership in school climate improvement projects, the articles are divided into two sections: evaluation and implementation. The section on evaluation includes a definition of school climate and the principal's role as a climate leader, a discussion of school assessment, presentation of a school climate assessment instrument, and a description of the School Climate Profile survey. The section on implementation covers the relationship of staff development to school climate, ways to improve classroom climate, the problem of discipline, shared governance of schools and the rights of parents, and strategies for implementing school climate activities. (Author/WD)

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an
anthology

SCHOOL CLIMATE:

EVALUATION AND IMPLEMENTATION

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edited by

Bruce Howell & Bill Grahlman

a CADRE publication

ABOUT CADRE

CADRE is a small organization made up of 100 public schools, private schools, and university educators from throughout the nation. CADRE's goal is to encourage, through creative interaction, the professional growth of its members and the improvement of the climate for learning in America's schools. Much of CADRE's thrust is to insure the continuation and further development of the concepts and goals of the Denver-based philanthropic foundation, CFK, Ltd. (1967-1974). During its seven years of operation this foundation developed approaches to improving planning processes for school improvement, administrator renewal programs, and school climate improvement.

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PREFACE

What is school climate? Is there a common definition? How do you evaluate it and what kinds of activities can be initiated to improve the school? These questions always emerge following a presentation or discussion concerning this vital education issue. Naturally, everyone wants to work in a productive and satisfying environment so these basic questions must be answered as clearly and concisely as possible. The enigma, of course, is that no standard model or profile exists as the "ideal"....there is no mecca. Situations will vary and those who attempt to improve climate must have a clear understanding of the factors involved in order that they can diagnose their situation and prepare an appropriate plan of action.

In order to respond to this need, the authors contacted practicing educators who have attained leadership roles in various aspects of school climate improvement. The expertise ranges from private consultant, to university professors, to educators in the field. Their combined experience and previous activities are held in high esteem by those who have been sensitive to this issue for many years.

The objective of this anthology is to provide a broad perspective in the areas of climate evaluation as well as examples of suitable activities that can improve the working conditions for participants in the school environment. It is, in effect, a summary of the up-to-date thinking of the contributing authors. The book also provides an entre' to a number of occasional papers, books, and evaluation materials available through the CADRE publications center. These publications are listed after the last article in the anthology and include considerable information of a more specialized nature for interested readers.

We trust the reader will view the articles in this anthology as an overview and recognize that improving school climate is a dynamic and continually evolving activity that requires constant assessment and leadership.

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SCHOOL CLIMATE:

Evaluation and Implementation

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Bruce Howell

James Olivero

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Blaine Smith

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CADRE PUBLICATIONS

EVALUATION

THE ESSENCE OF SCHOOL CLIMATE
By Dr. Bruce Howell

What is school climate? This term, like so many in the educator's lingo has taken a turn for the worse lately. Used glibly by educators to describe everything from interpersonal relations to a hot classroom sans air conditioning the words are in danger of death by overuse. Not surprising though. Educators have administered the same treatment to such coined phrases as "career education," "middle schools," "differentiated staffing" and countless others. Terms such as these have succumbed to whatever definition the user assigns.

In the instance of "school climate" the emasculation of this term is most unfortunate because it represents a rather unique situation in education terminology. The phrase, in fact, was created by the public we educators supposedly serve. Unlike most pedagogy coined by educators to describe programs such as vocational skills (careers), new junior high programs (mid-schools), or line and staff charts (differentiated staffing), "school climate" came from the other direction. The public needed a way to define poor discipline, lack of communication, lack of educator interest and as a general rubric to describe contemporary circumstances surrounding integration, segregation, and busing. Presently, nearly all of these situations are what the layman thinks we mean when we refer to "school climate."

It is not the intent of this article to analyze the whole business of education semantics, because, as suggested, many of the terms "invented" defy specific definition anyway. Not so with "school climate." These words explicitly defined, are the essence of the schooling process, the umbrella term that sums up nicely just how we're doing. A learning climate is what our publics expressly want us to provide. It is their way of saying humane, communicative, compassionate, individually responsive, and all the other terms that mean "treat my kid like he counts for something."

Illustrative of this attitude is the ninth annual Gallup Poll¹ of the public's attitudes toward schools. The results of the Poll noted the following most frequent concerns.

1. Lack of discipline
2. Integration/segregation/busing
3. Lack of financial support
4. Difficulty in getting good teachers

¹ Gallup, George H. "Ninth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools." Phi Delta Kappan, Sept. '77, Vol. 59, No. 1, pp. 33-47.

5. Poor curriculum
6. Use of drugs
7. Parent's lack of interest
8. The size of schools/classes
9. Teachers' lack of interest
10. Mismanagement of funds/programs

Many of these concerns can be closely related to "school climate" and the way educators deal with children, each other, and school patrons. Interestingly, a more recent survey of attitudes was conducted for the Tulsa, Oklahoma Metropolitan Area Schools⁴ and the results were much the same. The public said to educators "improve school climate....get your act together....present solutions to these problems....fulfill your professional commitment to improve the educational opportunities for our children....to improve the learning environment."

It was with this premonition of need that an organization, CFK, Limited, now the Collegial Association for the Development and Renewal of Educators, founded by Charles F. Kettering, III, began to assimilate definite data about people, their expectations and their attitudes concerning schools and the schooling process. It is not relevant to describe the meetings, activities, or publications that occurred as a result of countless deliberations. Let it be sufficient to say that from these activities two factors consistently emerged: (1) Two key descriptive words always surfaced; productivity and satisfaction, and (2) The school principal was most often identified as the most important catalytic agent and influence. It is the purpose of this article to elaborate on these two factors and to provide a definition and illustrations of supportive activities that reinforce "the essence of school climate."

Productivity and Satisfaction

What do productivity and satisfaction mean in terms of students and educators, those who inhabit school buildings? According to Webster³ productivity means yielding or furnishing results, satisfaction means fulfillment of a need or want. However, these definitions in themselves are hardly sufficient to expressly identify classroom circumstances that might measure a good learning environment.

² Luce and Johnson

³ Webster's New Collegiate Dictionary, G. & C. Merriam Company, Springfield, Mass., 1976.

Productivity, defined in the vernacular of the classroom and those who inhabit schools means achieving the basic skills, developing constructive attitudes, developing an adequate knowledge base, clarifying values and purposes, and utilizing inquiry and problem-solving processes. In other words it is envisioned that a positive classroom setting (good teachers, physical environment, materials, time, and specified tasks) and a worthwhile daily schedule of activities will support productivity. It is fairly obvious to all that if the setting does not include these aspects, then productivity, hence school climate is going to be impaired.

But that's just half the story, the other basic ingredient necessary to fulfill school climate is satisfaction, both on the part of students and educators. It's only common sense to assume that schools must be satisfying to their inhabitants and that it is possible to be productive without being satisfied. The Egyptian slaves who supplied the muscle power to build the great pyramids were unquestionably productive, it is equally unquestionable that their satisfaction level was minimal. It is possible for a school program to evidence some productivity, but to not be even moderately satisfying to the majority of inhabitants.

Another example could be given with reference to many American school systems wherein the faculty approaches their job with minimal enthusiasm or creative interest. They do, in fact, produce to a degree as evidence by their attendance and perhaps the test gain scores of the children. The question is, what could be done if both faculty and students enjoyed school as a pleasant place to work and if they gained a sense of personal worth or if they felt rewarded for participating in worthwhile activities?

These are the ingredients that require analysis and evaluation to determine whether or not a school's climate is positive. Admittedly, these examples and descriptors are an oversimplification, but in broadly defining the essence of school climate, oversimplification at this point is in order. Now, if the reader agrees that productive and satisfied adults tend to promote productivity and satisfaction in students, then further clarification of these elements can be made in terms of a variety of human needs.

Basic Human Needs and School Climate

Experienced educators are generally in agreement that they can sense although not always define a good school atmosphere. When asked to elaborate on their judgment in such instances words are used such as "high morale," "respect," "trust," and "cohesiveness"....all rather subjective terms. When pressed further, the educator often finds these words difficult to explain. This lack of definition, of unilateral understanding, is frustrating to those who are attempting to improve what they may regard as a poor or mediocre "school climate."

Perhaps these "feelings" or "positive vibrations" can be clarified by reviewing and defining some basic human needs....needs that must be addressed in developing a good working climate.

The first of these are physiological needs, those that deal with personal comfort. This is one that most schools in America have addressed to a greater degree than the others to be mentioned. The physical environment and the necessary instructional devices are evident in many buildings and, if they are not, it's pretty obvious why a school climate would be negative.

The second basic human need is for safety and, if the polls are correct, this is one that is of contemporary concern to many occupants in schools and to patrons as well. It is reflected through lack of discipline, and anxiety about one's personal safety. Obviously, such a factor reduces productivity and virtually eliminates the possibility of satisfaction.

The third human need is for acceptance and friendship. In education this would include not only acceptance by the peer group, but by the teacher or students whichever the case may be. It is very difficult to succeed in transferring knowledge or modifying behavior of students if the teacher is disliked or, in turn, dislikes the students. In addition, it is highly unlikely that an individual teacher can contribute to a positive school climate if they do not accept or are not accepted by fellow educators in the teaching family.

A fourth human need is recognition of achievement. Business and industry react to this with individual pay raises, bonuses, and a variety of kinds of job security and promotions. Unfortunately, because of the lock-step pay scale in most school districts, this tactic is not often possible. However, praise, reinforcement, and various congratulatory techniques can be used by "those who count" to let the human being know they are wanted and appreciated. Most educators would agree that positive recognition in one form or another is the greatest motivator.

Finally, the fifth human need is that of maximizing one's potential, the need to continuously progress either as a professional or a student learner. It is obvious that the typical school setting with its age-grade levels, time schedules that ignore individual needs, and the constant focus on the mythical "average" make this fifth human need the greatest of hurdles toward a good school climate.

As we seek to maximize school climate in terms of the basic human needs of students and educators, we need to know that, according to the polls, our contemporary challenge lies in addressing the need of safety and the need to maximize one's potential. The leading concerns of both the public and educators as related to our school system is that the system is both unsafe (or not well-managed) and

inflexible. Both of these areas need considerable attention before a positive national school climate can become a reality.

The Principle as Climate Leader

Providing a general description of school climate can be helpful only if it is associated to a plan of implementation. The CFK CADRE research concludes that the most affective facilitator is the building principal. It is most accurate to say that in this regard the principal giveth and he taketh away. The principal "giveth" in the respect that his own style of interpersonal relations sets the example for interaction with faculty members, between faculty and parents, faculty and students, and students with students. The principal "taketh" in terms of any form of distraction from a positive style of administration. However, the focus here will be on factors labeled "school climate determinants" that the principal either can control or influence. The following list of "determinants" is not conclusive, but illustrative. The examples can be modified or expanded according to the circumstances that apply to the administrative situation.

1. Are school rules cooperatively determined? Basic to the needs of any organization is the opportunity for participant input in some structured manner. The effective administrator will design such a process early in his tenure. The process also should include a procedure for feedback so that contributors know how their suggestions have fared.
2. Is the curriculum flexible and does it offer appropriate extra-curricular activities? The resolution to this question also parallels the basic need to maximize one's potential as described on page 4. Flexibility is inherent in resolving the issue of satisfaction for the learner in terms of the need to either progress continuously and/or have the opportunity for reinforcement.
3. Are there varied learning environments? Recognizing that learners are individuals it is important that the administrator constantly assess the options for individualized attention, both within the classroom and in the total school program.
4. Are there varied reward systems? The basis for assessing progress in both curricular and extra curricular activities should be viewed both in terms of the relevance to the particular activity and to the specific criteria. If knowledge acquisition is the objective, the rewards for acquiring knowledge should be specified. If behavioral change is desired, particular behavioral outcomes should be carefully specified.

5. Is individualized learning recognized? It is essential that the principal be sensitive to the varied processes of learning and that the uniqueness of the individual is understood and valued. Evidence of this understanding will be reflected not only in the course offerings and the degree of flexibility of the schedule, but also in terms of the learning strategies and teaching models used by various teachers within each discipline.
6. Are there opportunities for active learning in the school program? The major motivating factor is involvement, positive reinforcement, feeling "a part of the action." The principal needs to be aware of the vitality and enthusiasm that participants must have in order to successfully achieve.
7. Has a support structure been developed that is appropriate for the learner's maturity? Oftentimes the school program or portions of it either overextends the present achievement levels of the student or is not challenging enough. This happens, in part, in most school programs and, as a result, the programs must be constantly reviewed in terms of their relevance and applicability to the learner.⁴

Since the school principal can exercise considerable influence over program determinants such as those noted above, this individual must be regarded as the most important catalytic agent in promoting satisfaction and productivity in the school program. The management style, demeanor, thoroughness, and professional capability of this individual is reflected in the kinds of responses that can be given to the questions listed above. The role of "climate leader" as it pertains to questions such as these cannot be delegated. The role, although unenviable, must be accepted and constantly refined. To paraphrase an appropriate cliché with regard to school climate, "as the principal goes, so goes the school." It is unfortunate that the typical pre-service program for school administrators is extremely limited in addressing many of the areas referred to as program determinants. Consequently, principals must seek those particular management techniques through other avenues and the most practical of these at present can be obtained through the Collegial Association for the Renewal and Development of Educators. Through programs developed by this organization it is possible for those who are interested to participate in activities that can improve individual

⁴ School Climate Improvement: A Challenge to the School Administrator, by Robert S. Fox, Edward Brainard, Herbert Boies, Edward Fletcher, James S. Hoge, Cecelia J. Logan, William Haynard, James Monasmith, James L. Olivero, Richard Schmuck, Thomas A. Shaheen, and William H. Stegeman (1973).

school climate leadership skills. In addition the administrator can become a member of a collegial team and work cooperatively with others in enhancing positive skills.

What is school climate? It is the result of the promotion of satisfactory and productive experiences and that includes a sensitivity toward basic human needs. Who is the school climate leader? The principal who in turn must identify various school climate determinants and assume the responsibility for their fulfillment. A positive school climate factor and the principalship are unquestionably interlocked. In conflict they generate the kind of concerns reflected on national polls. In concert they produce the essence of school climate.

SCHOOL AND SELF ASSESSMENT

By Bill Grahman

As most school administrators will agree, the exercise of leadership within a school today is far more difficult than not too many years ago. The difficulty is enhanced by a variety of variables. Resolutions to the problems created by a greater rate of increase in operational and capital costs than in available resources and a public that demands increased student learnings over a broader spectrum of students are but two of the variables that are being addressed nationally and locally. However, the process for finding resolutions is slow and sometimes discouraging. Schools need intermediate resolutions. Focusing on school climate improvement can make life around the school and the community a bit more pleasant.

In the previous chapter Dr. Howell discussed the concept of school climate. In later chapters the reader is treated to evaluation experiences and school climate improvement program implementation practices. Discussed in this chapter will be self and school assessment, the role of the school leader in the assessment processes, where to start, and a review of some assessment activities other than the School Climate Profile.¹

School and Self Assessment

The value of school assessment lies in both the process and the information gained. A school that assesses itself adhering to a predetermined assessment format such as the one described in School Climate Improvement: A Challenge to the School Administrator² or a school that engages in any of the assessment activities summarized later in this paper enters into the process of self-evaluation. The process brings to the attention of each member of the school information about the school not known before, forgotten, or believed to be of little importance by itself but meaningful when viewed in its relationship to the overall scene.

A question often arises as to the validity of the information gained from a self assessment process. The process for developing the information is a vital link in giving validity to the information gained and getting staff commitment to school climate improvement. The key person in the process is the school principal. The school principal is the climate leader and does set the stage for the total educational program. Gerald Prince in his occasional paper School and Self Assessment Processes³ maintains:

"Climate setting would encompass those conditions and programs in the cognitive and affective areas which are needed to guarantee to every parent and student upon graduation from high school that

¹ Fox, Robert S., et. al. School Climate Improvement: A Challenge to the School Administrator. Bloomington, IN.: Phi Delta Kappa, 1974.

² *ibid.* (Available from CADRE Publication Center, The University of Tulsa, Tulsa, OK, 74104.)

³ Prince, Gerald L. School and Self Assessment Processes: A Guidebook for School Administrators. A CADRE occasional paper available from CADRE Publication Center.

the student is employable or prepared for future post high school education. If the principal is to be the climate leader he must gain new skills in setting and maintaining a healthy school climate."

Self Assessment

One growing problem in the field of education is whether teachers should be professional or technical. A school may have mixed orientations or favor one over the other. The technical orientation toward teaching leans heavily on the concept that teaching is a science. The technical oriented teacher is a utilizer of information, learns techniques of teaching and applies them to classroom experiences, has prescribed guidelines and procedures to follow and adheres to them with determination, is knowledgeable in a skill area and/or discipline, and acquires a set of values from the immediate culture.

The professional educator is a synthesizer of information, utilizer of personal knowledge, and has learned techniques of teaching which are combined with information about students from the fields of psychology, philosophy, physiology, and sociology to generate personal teaching strategies. Thus, the professional teacher is educated rather than trained as the technical teacher is. The professional orientation toward teaching leans heavily on the concept that teaching is an art enhanced by science.

Self assessment can be a most powerful means for both teacher and administrator to be the master of personal professional growth. It requires self-risking because information is obtained which can be revealing and thus threatening. However, self-assessment does give the opportunity for dignity in the education profession. The dignity one gains arises in the confirmation that educators do know what they are doing and if changes are needed, changes can be brought about. Self assessment allows for the expression of beliefs and values, a questioning of beliefs and values, and examination of practices in relation to beliefs, values, and personal knowledge. The confirmation process can generate feelings of success, help decide if students are being treated as both individuals and members of a group, and whether a positive influence is being exerted over the group.

The first step in the self assessment process is to learn to use the same instruments of measurement that researchers use. There are many self assessment instruments available. Selection of the appropriate instrument is important. Be specific about what you want to measure. Select an instrument that tells you what you want to know. Usually the school district research and evaluation personnel can help you. Also, a local university or college will be able to assist you.

Applying the measure to personal performance is the second step. The information gained must be examined carefully. It tells you how you compare with others in relation to a given standard(s).

Be sure to state goals for improvement in terms of the measuring instrument. This is the third step in self assessment. The goals need to be performances you can accomplish. Sometimes one finds out he/she knows very

little about goal stating. The CADRE occasional paper Self Performance Achievement Record (SPAR)⁴ can assist the school administrator in carrying out the strategies established for achieving goals.

The fourth step for people using self assessment is to try out the new teaching, administering, or supervising performance. Follow the strategies outlined. Be committed, yet flexible enough to adjust to the unforeseen.

As a final effort in self assessment, repeat steps one through four. The purpose is to evaluate your effort. After you have reduced the information gained from the self assessment instrument to goals with accompanying strategies for achievement and achieved the goals, apply the self assessment instrument once again to find out where you are now. Again, develop new goals or seek a new area for examination if satisfied with the results of the second assessment. This is the professional approach to self renewal.

The Principal Role

Effectiveness of the educational process of the school can only be improved by changes in the classroom; materials, facilities, and student or teacher behaviors. All of these variables are directly related to school climate. As noted earlier, the principal is the climate setting leader. Thus, the principal affects the climate through the manipulation of the climate variables. Often the manipulation is handled through inservice activities which provide the teacher with more information or attempt to change teacher attitude. The results are of little or no consequence on the effectiveness of education. To bring about a meaningful change in teacher behavior, it is necessary to go beyond an inservice training program that stresses only information or attitudinal changes. It is necessary to examine existing behaviors and the practice of new behaviors. The principal has the resources to accomplish this. Betty Dillon discusses the issue in more detail in STAFF DEVELOPMENT ---- CLIMATE, a chapter found later in this anthology.

The first task of the principal, is self assessment. If the principal is willing to express, question, and examine personal values and beliefs, progress toward school climate improvement is possible. The self assessment process is one of determining what is and what ought, or the real and the ideal. This discrepancy model should concretely define goals and tasks for self improvement.

The second task of the principal is to affect school climate assessment. One purpose of the school assessment is drawn from Blaine Smith's climate study in urban junior high schools.⁵ He concluded that it is erroneous for building principals to assume that teachers' and students' perception of the school climate is the same as the building principal's perception of the school's climate. School assessment is the means to having the opportunity

⁴ Olivero, James, et. al. Self Performance Achievement Record (SPAR). An occasional paper available from CADRE Publication Center.

⁵ Smith, Blaine, "A Comparative Study of School Climate as Perceived by Selected Students, Teachers & Administrators in Junior High Schools." Doctoral dissertation, The University of Tulsa, 1977.

for overcoming the tendency toward status quo. The principal must provide the structure, resources of time, models, and support for responsible professional behavior, and for improvement of behavior through personal scrutiny and study. Thus, school assessment includes staff involvement in self assessment. The primary role of the principal is to create a supportive, psychologically safe atmosphere for the self assessment process.

The goals for school assessment as well as self assessment are:

1. Concentrate on changing overt behavior.
2. Recognize the interaction of feelings in encounters; feelings of threat and anxiety, stress of new tasks and change, physical factors, and individual needs.
3. Set attainable goals which means establish realistic levels for oneself and reasonable expectations and demands of others.
4. Provide settings for risk taking.
5. Encourage feedback on the exchange of perceptions and of data on behavior.
6. Value the person (not evaluate the person) by trusting the ability and potential of others and allowing for individual differences.⁶

Where to Begin

Earlier in this chapter it was stated the beginning is with the principal. It was also suggested a researchers instrument be used and that self assessment is the initial process. This may be a little too time consuming and heavy right at first. Therefore, the CADRE occasional paper, School and Self Assessment Processes: A Guide for School Administrators by Gerald L. Prince, is recommended as initial reading. The paper lists nineteen activities that a school administrator may use in the self assessment and school assessment process. They are organized so that a school administrator can select those which the administrator believes can be helpful in isolating school and self improvement needs. Included in each activity are seven information items; goals or outcomes of the activity, resources and materials needed, step by step procedures, optional activities, risk involved in using the activity, and skills needed to conduct the activity.

The following chart classifies the nineteen activities into three major categories; personal improvement, a combination of self and school improvement, and school improvement.

⁶ Bodine, Richard. "Teachers Self Assessment" in School Evaluation, The Politics and Process edited by Ernest House. Berkeley, CA.: McCutchan Publishing Corporation, 1973.

Classification of Exercises

If you as a school administrator are interested in personal improvement activities, the following might be most helpful to you.		If you as a school administrator are interested in school and self improvement activities, the following might be most helpful to you.		If you as a school administrator are primarily concerned with school improvement activities, the following might be of help to you.	
Activity	Activity Number	Activity	Activity Number	Activity	Activity Number
Communication Audit	<u>1</u>	Examining Motivation	<u>5</u>	Brainstorming	<u>13</u>
Personal Growth Exercise	<u>2</u>	Needs & the School's Climate	<u>6</u>	Description of the School	<u>14</u>
Communications Ability Feedback	<u>3</u>	Problem Identification	<u>7</u>	1-3-6 Involvement Method	<u>15</u>
Assessment of Organizational Development	<u>4</u>	Realizing School Potential	<u>8</u>	Stable Limits for the School	<u>16</u>
Realizing School Potential	<u>8</u>	Climate Characteristics of My School	<u>9</u>	Due Process in Discipline	<u>17</u>
Description of the School (Optional activities)	<u>14</u>	Goal Setting Alternative	<u>10</u>	A Participative Management System	<u>18</u>
Needs & the School's Climate	<u>6</u>	Analyzing School Climate Factors	<u>12</u>	Realizing School Potential	<u>8</u>
		Assessment of Organizational Development	<u>4</u>	Comparing School Climate	<u>11</u>
		Description of the School	<u>14</u>	Climate Characteristics of My School	<u>9</u>
		Communication Audit	<u>1</u>	Problem Identification	<u>7</u>
		1-3-6 Involvement Method	<u>15</u>	Goal Setting Alternative	<u>10</u>
		Brainstorming	<u>13</u>		

ACTIVITIES

Activity 1: COMMUNICATIONS AUDIT

The need for assessing communications is always important and this is an alternative to filling in a survey. It allows for free expression of feelings by the staff with the privilege of remaining anonymous. The significant point is that the information is utilized after it is gathered and involvement is solicited to improve the climate.

Activity 2: PERSONAL GROWTH EXERCISE (The JoHari Window)

The JoHari Window concept stresses self-growth through receiving and sharing information about your personal/professional strengths and weaknesses. In it, information is gathered about all parts of your effectiveness in your present role with emphasis placed on what can be done with the data to bring about improvement.

Activity 3: COMMUNICATIONS ABILITY FEEDBACK

This is an exercise designed to bring to the surface communication problems that may have existed for some time but have never been dealt with adequately. Problems can still be avoided but a structure is provided so they can be discussed and resolved to improve the organizational climate.

Activity 4: ASSESSMENT OF ORGANIZATIONAL DEVELOPMENT

By using these instruments, ideas as to the level of morale, productivity commitment, and other measurements of organizational climate can be determined. Not only is feedback on overall climate gained, but also individual information is gathered. From the data, individual and group plans can be made to improve the organizational development.

Activity 5: EXAMINING ADULT-STUDENT MOTIVATION

This is an exercise to examine what motivates adults to do work. The results can be used in many ways to redesign our reinforcement system and to alter it from one which now emphasizes mainly monetary benefits to one which promotes self actualization. Through examination and discussion of our own basic needs, application can be made to student needs and ways to individualize our motivation of them.

Activity 6: NEEDS AND THE SCHOOL'S CLIMATE

This is a technique in analyzing your actions and the reason for performing this way. It centers on whose needs you are trying to meet

in faculty meetings, teacher conferences, discipline conferences, etc. After determining where time and effort is being expended you may want to change for a better balance between student, school, and teacher needs.

Activity 7: PROBLEM IDENTIFICATION

Realizing problems exist is the easy part. Identifying, specifying, and finding how big the problem is becomes the hard part. The purpose of this exercise is to isolate the major problems through the total involvement of staff and/or students. What is done with the problem after identification is of prime importance, but there are many different methods which are covered under optional activities.

Activity 8: REALIZING SCHOOL POTENTIAL

This exercise focuses on the ideal or what your school could be like. Let your imagination come up with whatever you, as an individual, would ideally like to see happening in your school a year or two years from today. With the ideas generated, plans to reach them can be developed. This method emphasizes a positive approach and is not centering on a problem.

Activity 9: CLIMATE CHARACTERISTICS OF MY SCHOOL

The purpose of this exercise is to identify specific climate characteristics as perceived by you, teachers, students, and possibly parents. From the information gained programs can be developed by the principal and each specific group to meet the concerns discovered.

Activity 10: GOAL SETTING ALTERNATIVE

This is an alternative to the 1-3-6 method for establishing goals. It provides a process to involve parents and teachers to view the problems of the world and the skills needed to cope successfully with it. After looking at the problems and skills needed, goals, strategies, and evaluation techniques are developed which tend to promote a team commitment to strive for the goals.

Activity 11: COMPARING SCHOOL CLIMATE

School climate is often discussed with widely differing definitions. In this exercise you and your staff will rank your school in four areas: open communications, problem resolution, shared decision making, and accountability. With the data gained from the survey plus a film, plans will be made in the top priority items for improvement of your school's climate.

Activity 12: ANALYZING SCHOOL CLIMATE FACTORS

This activity forces examination of values that are held by the administrator. For a principal to be effective as a climate leader, he must display congruence between what is believed and what is practiced each day. The plan here is to investigate what are the most valued climate factors, observe indicators which would show the desired climate, have an evaluation and build a plan to better promote the attainment of the valued climate factors.

Activity 13: BRAINSTORMING

This is a process which may be used in many different situations in order to examine tasks, problems, solutions, etc. The real value is that judgments are left out as suggestions are being contributed, which encourages more people to participate. All remarks are recorded and considered, which promotes more commitment to the end decision.

Activity 14: DESCRIPTION OF THE SCHOOL

This exercise provides individual perceptions of the school from staff and/or students. Depending upon the question and the level of trust asked, the participants will draw and share their specific interpretation which may be generalized to identify strengths and weaknesses in specific classes or school-wide. Another benefit is the closeness the group feels after sharing during the exercise (related to Johari window exercise).

Activity 15: 1-3-6 INVOLVEMENT METHOD

This is an involvement method that may be used for many types of projects and will promote more complete involvement of all participants. It also helps to project the ideas of the less verbal faculty members or students so that their comments may be considered to give a fair discussion. The end result will bring about a firmer commitment by all to carry out the agreement.

Activity 16: STABLE LIMITS FOR THE SCHOOL

Stable limits are guidelines set to direct the behavior and actions of ALL the people in the school. The limits are a short comprehensive list of general rules that help parents, students, teachers, and administrators know what is expected of them and what can be expected of others.

In one large junior high recently surveyed, there were 57 rules for the cafeteria, 20 for the halls, plus many more for other areas for

a total of over 100 rules for kids. Many teachers did not know all the rules, let alone students!

The idea of having a short comprehensive list of rules for the entire school is that all people can be aware of the limits and what is expected of them. Specific stable limits are also developed in each classroom to relate the nature of the activity to the behavior expected.

Activity 17: DUE PROCESS IN DISCIPLINE

Discipline has long been a problem for the school since the methods for handling problems were often as different as there were members of the staff. Students did not know what was going to happen because it was always the same regardless of the situation. Only the teacher's mood changed the consequences.

With recent legislative action it has become necessary to develop a due process for students. This guarantees student rights and adds fairness to the problem situation. This application of the 1-3-6 method (see Activity 15) will produce a student and faculty agreed upon procedure for dealing with discipline problems.

Activity 18: A PARTICIPATIVE MANAGEMENT SYSTEM

This is an organized plan for sharing the decision making role with those who are in many cases better able to make the decisions. It is a form of democratic rule which gives more people the responsibility to establish methods for making decisions and getting input from staff before the direction is set. Making sure people who have vested interests are consulted as the decision making plan is developed is an integral part as well as providing the information to those who need it after the decision is made.

Activity 19: STATE OF THE SCHOOL

With this procedure for determining school improvement needs, the principal develops a position paper and presents a speech to the faculty on the strengths, weaknesses, successes, shortcomings of the school, its programs, and its departments from his position as the educational leader. Feedback from the staff is gathered on identifying priority items that need immediate attention.

APPLYING A SCHOOL CLIMATE ASSESSMENT INSTRUMENT
by Blaine Smith

The school administrator took great pride in the fact that he operated his school in a very open, accepting, and sharing way in which all groups connected had opportunities for input. He felt that those who were a part of the school felt ownership because their ideas were listened to and they shared in the decision making. His surprise was great when it was revealed that the students viewed their opportunity for input as just window dressing. That they were involved only in minor, unimportant decisions, and that they weren't really listened to at all. He was also chagrined to learn that the teachers viewed him as a dictatorial manipulator. That their involvement was used only to give sanction to the things which the administrator intended to do anyway.

What then is school climate, and is a positive climate important insofar as student learning is concerned?

Are the perceptions of a school's climate the same for students, teachers, and administrators? Does the size or socio-economic level of the school affect the climate as perceived by those groups connected with the school? These and many other questions continue to plague individuals who are charged with the responsibility of creating an atmosphere which is most conducive to learning for students.

Climate is defined by George Dennison as follows:

If we were to begin to name the qualities of the environment we might wish for a child we would list these things. We would say, let it be an environment that is accepting and forgiving; let it be one that takes him out of himself and involves him in group activities; and let the inducements to sociability be attractive and vivid, yet let them be measured accurately to his own capacities; and let there be a real pressure in the environment, let it make definite and clean-cut demands, yet let the demands be flexible; and let there be no formal punishment or long-lasting ostracism; and let there be abundant physical contact and physical exertion; and let the environment offer him a sense of the skills and the varieties of behavior that lead to greater pleasure, greater security, and let the rewards for this kind of growth be immediate and intrinsic in the activities themselves.

In this context, climate appears to be a determining factor in the quality of the learning condition in schools today. If a student's education through schooling is important to his progress, then climate appears to be critical to his or her success.

In recent years, great strides have been made to strengthen the American School System. Many new and architecturally attractive buildings have been built, innovative learning strategies have been initiated, exciting new curriculum materials have been prepared, a veritable explosion of multi-media materials have been made available, and new methods of grouping learners have emerged. Despite these efforts, many feel that the kinds of learning environments desired have not been achieved. Problems of student apathy and unrest, school employee turmoil, and public dissatisfaction of the school system have not been eliminated.

To deal effectively with these problems school leaders must seek means to provide a more humane environment in which students and staffs may work more productively and with greater satisfaction.

As stated by Robert Fox, "Any school climate improvement project must begin with the examination and internalization of the component characteristics of the existing climate."

A study was conducted in the junior high schools of a midwestern metropolitan area. It was hoped that in the study evidence would be presented to assist school leaders in understanding that perceptions of school climate may not be the same for different groups within a school. Also, that the size and socio-economic level of the school may be important factors influencing the school climate as perceived by groups associated with the school.

The twenty junior high schools of a midwestern metropolitan area were used in the study. The junior high school level was chosen to add to a previous study which was done at the senior high school level on the west coast by Jim Tunney and Jim Jenkins.

The sample consisted of approximately six percent of the students. This was achieved by selecting every sixteenth name of an alphabetized list of all students within a school. Principals cooperated by attempting to get a response from each of the students selected. Responses were requested from all teachers including counselors and librarians. Principals' and assistant principals' responses accounted for the administrators' group. A total of 1386 responses were received from a possible 1410 or 86 percent. Thirty-six of 38 administrators returned questionnaires for a 95 percent response. Seventy-three percent or 462 of a possible 638 teachers responded. For the students 888 of a possible 934 or 95 percent responded.

The instrument used to assess perceptions of a school's climate was the "Questionnaire Developed From a Factor Analysis of the C.F.K. Ltd. School Climate Profile" by Jim Tunney and Jim Jenkins, from whom permission to use was received. This questionnaire is a 50-item instrument grouped into seven areas which was derived from the earlier C.F.K. Ltd. School Climate Profile containing 130 items. This reduction in

the number of items resulted from a factor analysis which revealed that some items tended to measure the same thing over and over again. The resulting shorter instrument with its seven groups appears to be very useful in describing a school's climate. The seven groups were named by the authors as follows:

1. Humane Teachers
2. Opportunity for Input
3. Caring
4. Individualization
5. Supportiveness
6. Innovativeness
7. Suitability of School Plant

A request was made to the superintendent to conduct the study. This request was referred to a committee within the administrative staff of the school system for review. The results were that the study was approved with the stipulation that participation on the part of each school was totally voluntary, and if a school did participate, each individual who participated would do so voluntarily. Each school was contacted individually and their participation was requested. All agreed to participate. Questionnaire responses were requested from all administrators and teachers and a six percent sample of the students. This student sample was to represent every sixteenth student of an alphabetized list of all students in the school, with the first name being number one. Principals were requested to make every effort to obtain responses from all those selected.

In order to study the effects of school size on the perceptions of climate, the twenty junior high schools were ranked according to enrollment figures. The ten schools with greatest enrollments were designated large schools and the remaining were designated small schools.

The twenty junior high schools were also placed in rank order from highest socio-economic level to lowest as derived from 1970 U.S. census data. The first ten were designated high socio-economic level schools with the remaining ten low socio-economic level schools.

Because the information source was several years old, it was decided to review this ranking in another way. The schools were ranked according to the percentage of students on free and reduced priced lunches with the school having the smallest percentage of students in these categories being listed first and the school with the largest number of such students listed last. The top ten schools on the list were

designated high socio-economic level schools, the bottom ten were called low socio-economic level schools. Comparing this list with the previously derived list revealed that some schools changed rank positions, but no schools moved from a high to low ranking.

Analyses were made to determine the main effects of the three independent variables--respondents (students, teachers, administrators), size of school (large and small), and socio-economic level of schools (high and low), on each of the seven dependent variables--Humane Teachers, Opportunity for Input, Caring, Individualization, Supportiveness, Innovativeness, and Suitability of School Plant.

An analysis to test for significant two-way interactions between each group of respondents (students, teachers, and administrators), school size (large and small), and socio-economic level of schools (high and low) was performed.

An analysis to test for significant three-way interactions between each group of respondents (students, teachers, and administrators), school size (large and small), and socio-economic levels of schools (high and low) was computed.

For the F values which were found to be significant for main effects of more than two levels, The Scheffé Procedure, a posteriori test was applied to identify precise locations of mean differences between groups. Not all null hypotheses were rejected by the F test, and all contrasts are simple mean differences with n's of unequal size. Therefore, the method suggested by Scheffé was called for to reveal the location of mean differences, in cases where the null hypothesis was rejected and more than two groups were being considered.

The following null hypotheses were tested at the .05 level of significance:

For each of the seven dependent variables dealing with school climate, (1) Humane Teachers, (2) Opportunities for Input, (3) Caring, (4) Individualization, (5) Supportiveness, (6) Innovativeness, and (7) Suitability of School Plant, as measured by "The Questionnaire Developed From Factor Analysis of the C.F.K. Ltd. School Climate Profile," in the twenty junior high schools in a midwestern city, there was no statistically significant difference in responses:

1. Among selected students, teachers and administrators
2. Between all respondents in the ten largest junior high schools, and respondents in the ten smallest junior high schools
3. Between all respondents in the ten high socio-economic level junior high schools and all respondents in the ten low socio-economic level junior high schools

4. Between selected students in large and small junior high schools, teachers in large and small junior high schools, and administrators in large and small junior high schools
5. Between selected students in high and low socio-economic level schools, teachers in high and low socio-economic level schools
6. Between all respondents in large junior high schools with high and low socio-economic levels, and all respondents in small junior high schools with high and low socio-economic levels
7. Between selected students in large junior high schools with high and low socio-economic levels, and selected students in small junior high schools with high and low socio-economic levels; teachers in large junior high schools with high and low socio-economic levels, and teachers in small junior high schools with high and low socio-economic levels; administrators in large junior high schools with high and low socio-economic levels and administrators in small junior high schools with high and low socio-economic levels

Analysis of the data revealed the following results:

1. Responses from administrators were more positive than responses from selected students on all seven factors of school climate
2. Responses from teachers were more positive than the responses from selected students on all factors of school climate except Individualization, Innovativeness, and Suitability of School Plant
3. Responses from administrators were more positive than responses from teachers on all factors of school climate except Humane Teachers, and Supportiveness
4. Respondents from small schools were more positive in their perceptions of school climate than were respondents from large schools on all seven factors dealing with school climate
5. Respondents from high socio-economic level schools did not perceive school climate significantly different from respondents from low socio-economic level schools except on the factors of Individualization and Suitability of School Plant
6. Respondents from low socio-economic schools were more positive than from high socio-economic schools in the area of Individualization, but less positive in the area of Suitability of School Plant

7. There was no significant difference between perceptions of selected students in small schools and students in large schools in the seven factors of school climate
 8. There was no significant difference between perceptions of teachers in small schools and teachers in large schools in the seven factors of school climate
 9. There was no significant difference between perceptions of administrators in small schools and administrators in large schools in the seven factors of school climate
 10. There was no significant difference between perceptions of selected students in high socio-economic level schools and low socio-economic level schools in the seven factors of school climate
 11. There was no significant difference between perceptions of teachers in high socio-economic level schools and teachers in low socio-economic level schools in the seven factors of school climate
 12. There was no significant difference between perceptions of administrators in high socio-economic level schools and administrators in low socio-economic level schools in the seven factors of school climate
 13. Responses from small schools of high socio-economic level were most positive on all factors except Caring and Individualization where no significant differences were found
 14. Responses from large schools of high socio-economic level were most often least positive
 15. In all groups based on size and socio-economic level, administrator responses were more positive than teachers or students on the climate factor of individualization.
- On the basis of the findings, the following conclusions were drawn:
1. Administrators cannot assume that students' and teachers' perceptions of the school's climate are similar to their own perceptions.
 2. When comparing the responses of all respondents from large schools with those of all respondents from small schools, a positive school climate is more likely to be found in a small school than in a large school. However, when the responses are compared by individual (or specific) group, school size was not found to be significant.

3. The perception of a school's climate has little relationship to the socio-economic level of the school.
4. In a hierarchical arrangement of groups--from administrator to teacher to student, the further the group is removed from the administration the less positive are their perceptions of school climate. That is, administrators view school climate more positively than teachers, and teachers perceive school climate more positively than students.
5. Perceptions of students and teachers differ most from the perceptions of administrators in the area of Opportunity for Input and Caring.
6. Climate is perceived as being most positive in small schools of high socio-economic level.

The conclusions based on the findings of this study of junior high schools are similar to those of Tunney and Jenkins (1975) in their study of senior high schools. The studies indicate agreement on the fact that different groups within schools perceive the school's climate differently. The studies also agree that the extent of a positive school climate is not predictable on the basis of socio-economic level of the school. However, the studies do not agree on the importance of school size in predicting climate. At the senior high school level Tunney and Jenkins (1975) found that size of school was not a dominant factor in determining a school's climate. In this study of junior high schools, size was concluded to be important in predicting the extent of a positive school climate.

Considering findings and conclusions, the following recommendations are offered:

1. Since studies have been made to compare perceptions of climate of the senior high and junior high school levels, a similar study should be made at the elementary school level to confirm or disconfirm the trends noted in this study.
2. Many factors have been cited as characteristics describing the effectiveness of a school, such as, student achievement, vandalism, student absences, teacher absences, teacher turnover, etc. Studies should be conducted to determine if a relationship exists between school climate and these factors. If such a relationship exists, perhaps alterations of climate would lead to more positive outcomes. If such a relationship does not exist, then perhaps "climate" is not an important consideration for school leaders.

3. A major difference in the findings of this study and others cited is the importance of school size in determining a positive school climate. Similar studies should be conducted to focus on this important difference. This is an issue that would need to be clarified before any alterations in climate could be justified.
4. Studies should be conducted to explore whether or not climate is or can be affected by external forces, and further, whether or not the effect is positive or negative. This could involve longitudinal studies which examine the effects on school climate of:
 - (a) changing of principals
 - (b) cross busing for desegregation purposes
 - (c) school consolidation
 - (d) climate improvement projects
5. Since students' and teachers' perceptions of school climate differ most from administrators' perceptions in the areas of Caring and Opportunity for Input, studies should be made to determine if this gap can be lessened by principals involving students and teachers more actively in the operation of the school.

CLIMATE: AN EVALUATION FOCUS
By Virginia Roth

Background

Any task is automatically more enjoyable and satisfying when "need to" identifies with "want to." In Omaha Westside Community School District 66, when it was time to go through our regular seven-year self study and evaluation to meet the requirements of the North Central accrediting agency (need to), we decided to measure those aspects of our education process that would be most beneficial to us in planning for the future (want to). With approval and support from Nebraska North Central and State Department personnel, we determined to study four aspects of our system: Climate, District Goal Implementation, Special Services, and Articulation. This was an ambitious task since we had to create instruments to measure the last three topics. We would probably not do so much at one time again. What is described in these pages, however, deals only with Climate.

Over the past four or five years we had used in one way or another the School Climate Profile produced by the Kettering Foundation.¹ Through our Staff Development program, the staffs in a few of our schools had measured one or other aspects of climate. Since the instrument is simple to use, we decided to use it in its entirety in all of our buildings.

Before I describe the Climate instrument, its parts, and what it can do, let me say something about District 66. Though it is within the Omaha city limits, it is not the Omaha Public School District. When it was established in 1946, Westside was a rural district; then, as Omaha encroached on it, it became a suburban district. Through annexation, Omaha now completely surrounds the Westside District which has retained its identity and integrity as a separate district contiguous to the Omaha System.

District 66 has 12 elementary schools (K-6), three junior high schools (7-9), and Westside High School with approximately 2400 students (10-12).

The School Climate Profile survey is not designed to evaluate districts but, rather, individual schools. When we decided to use the instrument, then, we were, in effect, deciding to evaluate 16 separate schools plus the Central Office - 17 independent evaluations. The thinking was, and still is, that as each building improves, the quality of services in the entire District will improve.

¹ Published in Fox, Robert S., et al. School Climate Improvement: A Challenge to the School Administrator. Bloomington, IN.: Phi Delta Kappa, 1974. (Available from CADRE Publications Center, University of Tulsa, Tulsa, OK 74104.)

The Instrument

The School Climate Profile instrument is a series of 130 indicators or positive and ideal statements of quality divided into four major areas with specific topics under each of the four headings. The first part deals with General Climate Factors. There are eight topics, five indicators per topic: Respect, Trust, High Morale, Opportunity for Input, Continuous Academic and Social Growth, Cohesiveness, School Renewal, and Caring. The five indicators for each topic, as in each of the four parts of the survey, are statements about students, administrators, teachers, other staff, parents, and community as the school relates to them and they to the school.

In the remaining three parts of the survey, the eight General Climate Factors are applied to what and how things happen in the school.

The second part of the survey, Program Determinants, has seven topics with five indicators each, applying General Climate Factors to these headings: Active Learning, Individualized Performance Expectations, Varied Learning Environments, Flexible Curriculum and Extracurricular Activities, Support and Structure Appropriate to Learners' Maturity, Rules Cooperatively Determined, and Varied Reward Systems. In other words, this section looks at climate's effect on what happens in a school in terms of the vehicle or mode of transmitting and carrying out education practices.

The third part of the survey, Process Determinants, has eight topics with five indicators each, applying General Climate Factors to methods used within the school structure: Problem Solving Ability, Improvement of School Goals, Identifying and Working with Conflicts, Effective Communications, Involvement in Decision Making, Autonomy with Accountability, Effective Teaching Strategies, and Ability to Plan for the Future.

The final part of the survey, Material Determinants, has three topics, five indicators each, that look at the availability of those things and resources required to support a wholesome learning climate: Adequate Resources, Supportive and Efficient Logistical System, and Suitability of School Plant.

The Method

The School Climate Profile is set up as a discrepancy model. In other words, each respondent is asked to evaluate each indicator twice: once in terms of what the respondent perceives is the situation here and now, and once in terms of what the situation should be. These scores are then easily computed and can be graphed to show discrepancies between the real and the ideal. Each response is recorded on a four-point scale. If a respondent marks a statement as 1, the statement,

in the perception of the respondent, is almost never true (what is) or should be almost never true (what should be). A score of 2 indicates that the statement is perceived as occasionally true; 3 indicates frequently true; and 4 indicates almost always true.

One of the first things we had to do to assure that all of our respondents had a modicum of similarity in their interpretation for scoring the indicators was to point out that responses to the survey are perceptions. Climate, after all, is a perceived quality, like peace and harmony. It defies hard factual data. Two teachers following exactly the same schedule with the same students create very different classroom climates depending on attitude, interaction, valuing, even decor. Research indicates that perceptions are valid because they are what the individual feels, and they thereby will condition to some extent, like cause and effect, what will result (like the Hawthorne effect or a self-fulfilling prophecy). We therefore asked respondents to mark each statement according to a first reaction to it without mulling over the ramifications of the meaning. It is a kind of gut-level response to an item.

Next we had to define almost never, occasionally, frequently, and almost always so that no one had to apply a personal percentage concept to how frequently something may or may not be true. We wanted to stay away from a hard mathematical approach to the perceptions. We used the following guidelines for all respondents:

1. Almost Never means that, with rare exceptions, the statement is virtually not true of the school.
2. Occasionally means that the statement is more often not true than true.
3. Frequently means that the statement is more often true than not.
4. Almost Always means that the statement is overwhelmingly true of the school.

After the survey is completed, scores are easily tabulated for each topic in each of the four areas. The tabulation provides a mean score of the five indicators for each topic, and that score can be plotted on a graph.

The instructions with the survey forms in the PDK publication explain the tabulation, the method of plotting each topic, and a sample graph to demonstrate the results. For a simple Climate profile for one school or one category of respondents, this is an efficient and non time-consuming way to go. Each sub-group or role group (students, teachers, administrators, parents, etc.) can be averaged together to get a mean score to plot for each group; and all the groups can be averaged together to get a composite graph.

One thing concerning the scores is that the graph the PDK publication supplies (see figure 1) is a graph with five-square intervals headed 5, 10, 15, 20. In order to plot the scores, one needs to add all of the responses of one role group for one topic, average the sum by the number of respondents, and multiply by five to plot the score. If all teachers in one school for one topic marked on item 3, the average would be 3, of course. To plot the 3, one needs to multiply it by 5 and plot the mean response on line 15.

It is not likely that everyone will respond exactly the same way. An average might well be 2.7 or 3.1 Multiplied by five, the plotted means would fall on the graph at 13.5 (in the middle of the square between 13 and 14) or 15.5.

One graph can reflect both the real (what is) and the ideal (what should be) profiles by using a solid line to plot the real and a broken line to plot the ideal. (See Figure 1.)

This is exactly what we did on an elaborate scale and on a District profile by combining the like responses of each group from each school - all teachers from 16 schools, all parents, etc.

The next task was to determine what sort of discrepancy on each graph of 26 topics represented a significant disparity between what is and what should be. We consulted some researchers at the University of Nebraska at Omaha who said that determination of significant discrepancy is somewhat arbitrary, though they were of the opinion that a difference of three squares between the real and ideal profile points should be considered important. We went with that as a general guideline. Obviously, if a three-square discrepancy occurred within the 15 and 20 lines on the graph, we considered it less crucial than if the discrepancy lay between 10 and 15.

Another way to think of the ideal profile (the broken line) is to view it as the expectation level of the respondent for a given item.

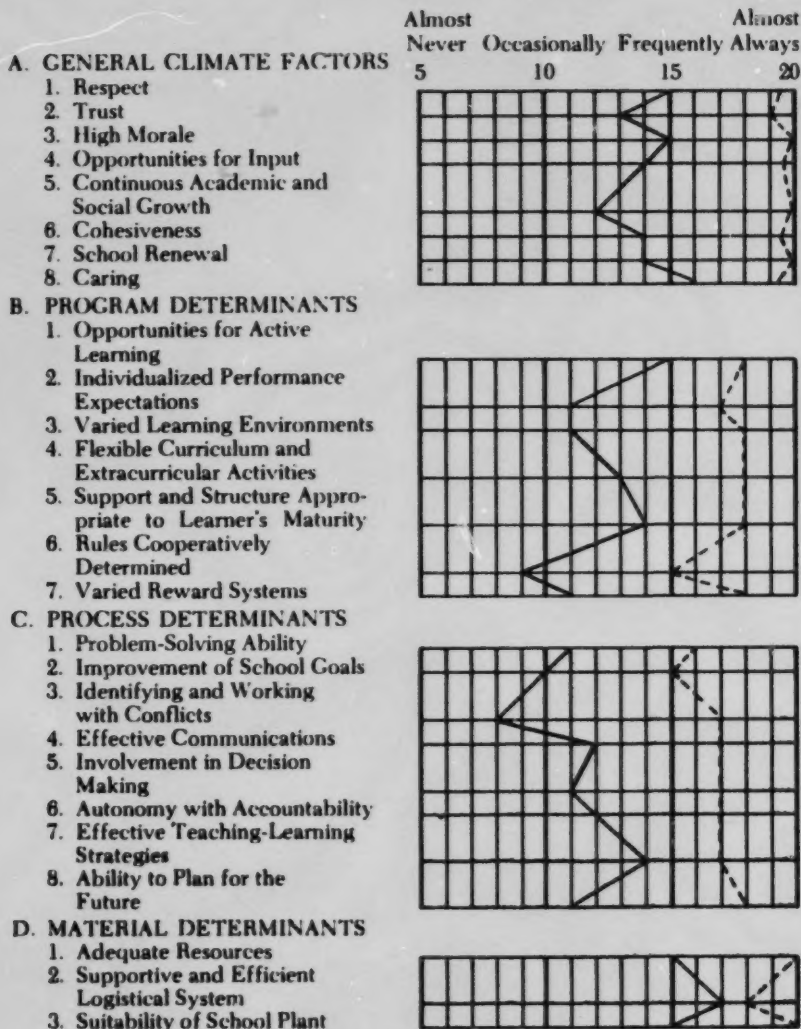
Role Groups

After we had digested what the School Climate Profile can measure and how its results can be scored and used, we had to determine who our respondents should be. We have 16 schools. We wanted as many opinions as we could get from every possible perspective. We finally agreed that the basic role groups for each school would be all teachers; all students in grades 5 through 9 and a random sample of 25% of the high school students grades 10 through 12; all administrators; all secretaries and paraeducators as one group; all custodians; all food service personnel; and, a random sample of parents in a ratio of two parents for each teacher in a school, but no fewer than 20 parents if a school has fewer than ten teachers. Besides these, we wanted a random

Summary Form of the CFK Ltd. School Climate Profile

For _____ School

Based on data summarized from _____ respondents.
(State Role Group)



sample from 20% of each high school graduation class from 1973 through 1976. We also requested the members of the Board of Education and the administrators and other personnel from the central office to respond to the survey. That added up to nine role groups (12 if each graduation class is counted separately).

By then we knew that we were talking about a mountain of data. But as long as we went that far, we decided to sub-divide role groups for a more sophisticated cross referencing. We wanted to know how members of the specific departments at the secondary level perceived their school, and how primary versus intermediate versus teachers who teach all levels K-6 (like art, music, media, P.E., foreign language) perceived their schools. For good measure, we threw in one more reference comparison: male versus female. The last reference we discovered was not necessary at all because there was no significant difference in male and female responses.

It was evident to us at this point that the amount of paper work we projected would be inhuman. Naturally, we turned to a computer.

The Technology

We called Westinghouse Learning Corporation (now White Westinghouse) in Iowa City, Iowa. After we explained what we wanted, they agreed to assign a programmer to work out the details. We designed an answer sheet which they printed and wrote a program to accommodate.

As long as we had the services of a computer, we requested additional information. We wanted each role group response by building, a composite of like role groups in the District (all elementary teachers, all secondary teachers, all teachers, etc.), and a count by role group of how each person responded to each item in the survey: how many marked an item 1, 2, 3, or 4. We also included in the respondent instructions that if anyone had no feeling at all about an item, that item should be skipped. The computer could tally the no-responses for each item by each role group as a guide to our efforts for greater communication and involvement in the education process.

Basically, we received two kinds of print-outs from the computer. One we called the Climate Summary. It told us how many persons in a given group responded in what way to a topic. The computer did the adding and averaging so that we could plot the mean scores for each group and each composite on graphs. (Note: the computer could have been programmed to graph, but we did not request it.)

The second print-out gave us an item analysis for each role group and for composites. Since each topic involves five indicators, it is possible with an item analysis to pinpoint which of the five indicators skew a mean score in a given way. In retrospect, this part of the survey is most important at the building level, though it is impossible to attain without the Climate Summary.

We had over 5,000 respondents and the computer print-out material stacked up to well over six feet of paper.

Our program is still at White Westinghouse for our future use in whole or in part for each school in another year or two. The superintendent of District 66, Dr. H. Vaughn Phelps, has offered to let any school district use the program or adapt it on request.

A final word about the importance of the item analysis, what it provides, and how to use it.

The computer collected for us the total number of responses for each indicator, the way that total was dispersed over the value scale of 1 to 4, and the number who did not respond at all. We had programmed the computer not to average into any mean score the no-responses. In this way we avoided any arbitrary inflation or deflation of an average. If we had assigned a numerical value of 1 to 4 to a no-response, we would have presumed how a respondent should have reacted to an item.

In studying the item analysis, we received an immediate visual impression of which item made an average higher or lower. But to be precise, it is necessary to do a little mathematics. If 20 respondents scored an item as follows - eight marked 1, six marked 2, five marked 3, one marked 4 - on the What Is portion, and then marked What Should Be for the same item as follows - ten marked 3 and ten marked 4 - the discrepancy would seem clear. It really is not unless each mark is multiplied by its score value and then compared to the other four items under the same heading.

To use the above example, we would interpret the score as eight marked 1 ($8 \times 1 = 8$), six marked 2 ($6 \times 2 = 12$), five marked 3 ($5 \times 3 = 15$), one marked 4 ($1 \times 4 = 4$), or a total of $8 + 12 + 15 + 4 = 39$. Compared to the What Should Be score for the same item ($10 \times 3 = 30$ and $10 \times 4 = 40$ and $30 + 40 = 70$ total), we compare 39 to 70. That is significant only if another item under the same heading does not have a larger discrepancy.

The computer could have done this function also, but it was only after we worked with the data that we understood its importance.

The no-response category is important also. If a given number of respondents in a role group did not know how to respond to What Is or What Should Be for a certain item, that could indicate a serious gap in communications or involvement in a school.

Take an item like #1 under Opportunities for Input: I feel that my ideas are listened to and used in this school. If a significant number from any role group does not respond to this, the school's principal and staff possibly need to study ways to involve their publics in open forums, feedback sessions, and involvement in school affairs. Or, if parents do not respond to the item: It is pleasant to be in this building; it is kept clean and in good repair - then something obviously needs to

be done to get parents into the building. It seems more important that parents should be able to respond to the above items than to: Teachers help in selection of new staff members. On the other hand, we hope that teachers would be able to respond to the teacher item, or else some information needs to be provided to them about employment procedures.

Follow-Up

We generated a great deal of data for each of our schools, but it would be useless if it were not used. We completed administration of the survey and gathering all the inventory responses in four weeks. The computer services had results to us in three weeks. This was graphed and back in each school with item analyses in three more weeks. We did not share any one school's results with any other school. It does not seem useful to place schools within a district in that type of competition or rivalry.

Within six to ten weeks, then, each school had its own results and claimed ownership of them. We had functioned in organization with a District Steering Committee including one staff member from each of the 16 schools plus central office personnel. (There was also a Community Coordinating Committee of parents, students, and the steering committee).

Each member of the Steering Committee has a local school committee. In this way, though results and subsequent activities may be different in schools, procedure is basically the same.

At the school level, the staff studied its school data and formulated a plan of action through a series of meetings:

1. Identify the two or three discrepancy priorities to be tackled this year. (As one discrepancy is resolved, often another is also remediated; but staffs established short and long-range goals.)
2. Establish those specific activities and/or behaviors that will dissolve the discrepancy.
3. Determine who will be responsible for each priority.
4. Establish a time-line or target date by when the problem should be solved.
5. Determine the evaluation process so that there will be no confusion as to whether the goal is met or not.

The above strategies then were translated into team and personal job targets for the year. It is important not only that staff approve a team's course of action, but also that each individual teacher know what he or she must do to help accomplish the desired goal.

This is where we are and will be for a while. We do not think we will re-issue the School Climate Profile in its entirety for two years. Any school may take part of the survey any time as an evaluation or comparison tool when it thinks the time is appropriate. We know from experience that unforeseen changes can make a difference in climate results: change in principal, significant change in staff, leaders in parent groups, the difference in the chemistry of a given grade of students. But certain things about climate are incontrovertible: if it is open it is wholesome for learners; if it is closed it is insecure and learning is impeded.

Conclusion

There is ample evidence to prove that climate in a school has a direct bearing on achievement of learners. Both Michigan and California, to name but two studies, have done research to prove this. Our own experience with the School Climate Profile compared to test results and student behavior is a modest affirmation of the value of climate's effect on achievement.

When we first proposed using the School Climate Profile as one measurement of a school's climate, we had reactions that ranged from opposition to tolerance to mild interest to endorsement. Since the project has been completed for the first time, the support from all role groups has been positive. If there are reservations at all, it is in the suitability of the instrument for younger children.

We recognized the vocabulary difficulty in some of the items and tried to simplify words for the fifth and sixth graders. For example, the item that reads "Parents are considered by this school as important collaborators" we altered to read "In this school, we think parents are important people to work with." Our effort was not to distort the intent of the item by changing too many words so that we would not be accused of comparing apples with oranges in the school profiles. But we think that if young children are to respond to the School Climate Profile, there should be a simple-vocabulary form.

As for the time to complete the inventory, it varied from 20 minutes to about an hour - less time for teachers than parents who have forgotten how to fill out mark sense answer sheets. To the best of our knowledge, all respondents found the exercise interesting. They have all had the opportunity to see the results for their school.

The School Climate Profile is not an instrument that should wait to be used only for accrediting agency requirements. It provided an excellent measure of how things are happening and why at any time. It is simple to administer. Best of all, it gives school personnel a handle on how to improve learning.

Yes, we will do this again.

IMPLEMENTATION

STAFF DEVELOPMENT ← → CLIMATE

By Dr. Betty A. Dillon

Much has been said by process-oriented researchers and behavioral science devotees about the value of a healthy climate for people in all areas of human endeavor, especially education. What do we mean when we say we want schools to have a "good climate?" There have been a number of scientifically designed research studies statistically analyzing various climate determinants. CFK, Ltd., parent organization to CADRE from which authors of these articles come, was an organization which sponsored such research.¹

But for those who aren't always interested in profiles and scientifically identified determinants, there are simple ways to recognize a healthy school climate. Let's walk into a school where the climate appears to be positive. These are some of the things we'll probably notice or sense:

Open Communication

People of all ages from kindergarten children to the most mature staff members seem to communicate freely, across age groups, and about many things, both personal and professional. There appear to be few tightly-knit, exclusive cliques. Teachers seek out opportunities to help newcomers get started and continue to nurture and support them. There are few isolates either on the staff or in the classrooms. There is much enthusiastic sharing of ideas and materials.

Pleasant Atmosphere

People of all ages genuinely smile and laugh a lot. Someone has said that an effective classroom has one good laugh an hour, in which everyone heartily participates. Warmth is projected by the expressions on the faces of student and staff members. There is an "easy" feeling which is hard to describe, but obvious to all who enter.

Purposeful Activity

People of all ages work purposefully toward goals which they have had a part in setting, and which they clearly understand. There is no lack of accomplishment or standards--in fact, achievement is often better than in similar but less comfortable schools. Effective classroom management may be either structured or unstructured, but it is always task-directed and sensitive.

¹ CFK, Ltd. was an organization founded by Charles F. Kettering II in 1967 and was a Denver-based philanthropic foundation with a primary focus on improving the learning environment of elementary and secondary schools. Since Kettering's death, CADRE is the organization continuing the CFK, Ltd. endeavor.

Pride and Appreciation

People of all ages express pride in what they are doing and in their school. There is little of the "just a teacher" philosophy evident in teacher behavior, and children have good things to say about their teachers and the school. Parents act as volunteers and actively support the school. People of all ages feel that their efforts are appreciated. It is apparent that teachers, students, and parents respect each other.

Supportiveness

People of all ages are supportive of each other, both inside the school and in the community. When there are disagreements or misunderstandings, they are dealt with in an atmosphere of openness and desire to compromise to reach consensus without threat. There is a feeling of professional collegiality between staff members and administrators. There is little "bridge table complaint" or "teacher lounge bitchiness" about the working conditions or the central office.

Hospitality

The school radiates a welcome to outsiders who enter it. Outsiders are readily made a part of the group within the building, and are made to feel welcome both through overt action and general attitude. This welcome is communicated not only through the direct behavior of the people within the building, but also through the decor of the building. Bulletin boards, wall decorations, pictures, murals, all reflect warmth and welcome.

Social and Psychological Health

There is little evidence of destructive physical activity. Students and staff treat the school, its equipment, and materials with respect regardless of their age and condition. Vandalism and litter are minimal. There may be a reasonable degree of temporary clutter and apparent disarray, but the activity to which it is related is obviously purposeful and worthwhile. Similarly, there is a minimum of serious physical confrontation, and there is evidence of concern for the physical and psychological well-being of others.

Social groupings are reasonably flexible, and complete social isolation is infrequent. There is little evidence of overt destructive psychological activity. Angry voices are seldom heard--either small ones or large ones. Discipline is consistent and evident but never harsh, and to a great extent based on natural consequences with punishment determined in concert with the student. Rules are held to a minimum but consistently enforced, and students understand the consequences for misbehavior. The conversation in the teacher's lounge is not sarcastic or "complaining." There is much congeniality and fun, but many

professional comments about the nature of instruction or the needs of particular students. Teachers and administrators practice active listening, and provide positive reinforcement. They model effective problem-solving techniques and are able to express their frustrations with students and each other in such a way as to avoid personal attack.

In general, the school exemplifies a notation on a wall poster observed in a school having a particularly warm climate, "You have touched me--I have grown."

WHO HAS AN INFLUENCE ON SCHOOL CLIMATE?

In thinking about school climate, it is important to identify the people who help or hinder it, and their needs as staff development clients. Perhaps almost anyone who thinks about it would first mention the teacher--and he or she would probably conjure up the image of a particular teacher. The image may be of a teacher who has warmly touched the individual's life--who has been caring, supportive, and competent. Or it may be of a teacher who was concerned with the student in a quite different way--showing the concern through high but achievable expectations, firmness, and adequate but reasonably dispassionate help. Unfortunately, the image may be less positive. It may be of a teacher who was sarcastic, or cold, or who was more concerned about his or her own personal needs than about those of the student. In any case, there is little doubt that the key figure in any school climate picture is the teacher.

Although the teacher has an important influence on it, school climate is the sum total of the complex interactions of many people. All of the following people or groups influence it substantially, if not as directly.

Principals unquestionably help determine the climate in schools. It is fair to say that most principals see themselves as effective facilitators of learning and as supportive people. Unfortunately, their perceptions may not be accurate. They may be fearful of a collegial approach with staff for fear of losing their control. They may not effectively communicate with their various clients. They may be somewhat personally insecure and reluctant to admit the insecurity to others for fear that they will lose respect. Their formal preparation may not have provided them with adequate skills for shared decision-making or effective problem solving. They may have suffered such traumatic experiences during recent periods of student unrest that they have assumed a self-protective, withdrawn posture.

A frequently overlooked but powerful influence on school climate is found in the classified personnel group. Cooks, custodians, hall monitors, clerks, and aides all deal with teachers, principals, and students, and frequently wield informal but real power. Their attitudes have an important effect on the overall climate.

Central office staff, though removed from the actual building and classroom assignment, exert a strong positive or negative influence on school climate. They establish policies and procedures which may be restrictive or supportive. They are too frequently perceived as "the enemy" rather than as partners in a collaborative, mutually goal-oriented operation, and too often they are insensitive to the needs of those who do the most important work with students.

All parts of the network of the human interaction must be taken into account in creating a more positive school environment. Each group must be considered in planning for staff development focused on climate improvement. A staff development program which actively promotes organizational health provides continuous opportunities for all those adults who work directly or indirectly with the educational process.

STAFF DEVELOPMENT - DESTROYER OR ENHANCER OF CLIMATE?

Now that we've seen what a healthy climate in a school looks like, and who the potential staff development clients are, what can we do to insure that staff development contributes to a positive climate in as many schools as possible? Even the way staff development is defined may reflect whether or not it contributes to a positive climate.

Staff Development - A Definition

Although staff development in some schools or school districts is based on remediating inadequacies or shoring-up weaknesses, it is very unlikely to enhance the climate of either the individual building or the district, if it has that connotation. For the purpose of this article, staff development is defined as, "Those activities in which staff members at all levels participate which enable them to grow continuously as persons and as capable educators of young people." The emphasis is on growth, rather than repair!

Staff Development as a Climate-Killer

Unfortunately, many teachers do not have positive feelings toward "inservice training" as it has been delivered in the past, and for good reason. When interviewed they can cite one horrible example after another of the inservice crimes which have been perpetrated against them. They freely describe some of the following common mistakes which have been made under the guise of improving their capability.

Autocratic or Benevolent-Dictator Decision-Making. No doubt the most frequently voiced complaint about staff development or inservice training is that someone other than the participant group decided on, planned, and executed the inservice for rather than with the target audience. There is something demeaning about one individual or set of individuals deciding what another individual or set of individuals

"needs," and proceeding to prescribe it for them. Such a process almost inevitably leads to frustration and resistance, if not open hostility, on the part of those for whom it is designed, and certainly does nothing but detract from the general climate.

Inadequate Clarity, Preparation, and Delivery. Since teachers are in the business of helping others to learn, they are particularly resentful if poor teaching techniques are used with them. A disturbing number of staff development activities do not have clearly-stated objectives for participants. Seldom do the leaders of the activity model an improved form of instruction, or provide another alternative to the "professorial, tell-it-to'em" teaching style by which they themselves were taught. A variety of media is often used inappropriately or not at all. Group process is used ill-advisedly, fulfilling the indictment that it results in shared ignorance. Such practices express a clear, if unspoken, message. One teacher expressed it well, "I feel insulted as a professional person by some of the slipshod presentations which are made by alleged 'experts.' Many times a 'new' technique is very old-hat and poorly executed, but nobody has attempted to find out whether or not I know or could use the information. If I were to "go on stage" in my teaching with the kind of preparation made by those instructing me, I wouldn't last until Halloween." All human beings strive for the respect of their peers and as professionals, increasingly resent patronage.

Deficit vs. Growth Model. Many staff development programs are predicated on the notion that something needs to be done to cause staff members to "shape up"--to remediate their deficiencies. Perhaps no one attitude does more to set the stage for morale problems and consequent poor climate. Most human beings work enthusiastically and steadily toward goals which are satisfying to them and in which they feel successful. Only grudgingly, if at all, do they work toward goals which have been arbitrarily set as a result of implied or direct criticism based on a presumption of inadequacy.

Incoherent, Unsystematic, Non-Outcome-Directed. Too many staff development efforts are a hodge-podge, smorgasbord, take-it-or-leave-it mixture which appears to have only an accidental effect, if any at all. While mandatory staff development ordinarily does not make participants feel positive toward professional growth programs, there is minimal advantage in having a program with no "master plan," no way of insuring participation, and little or no means of evaluating success or failure.

Non-Individualized. Teachers are very weary of being told to individualize instruction while observing very few attempts to individualize for them. As one teacher graphically described the usual situation, "They just run us all down the same chute." It would be accurate to say that a vast majority of staff development offerings are done in large groups, with little pre-assessment of need or level of readiness. Almost never are the expected outcomes spelled out at

the beginning of a staff development activity, with choices for meeting the outcomes described for the selection of the participants.

Staff Development as a Climate-Enhancer

If human beings feel put-down and put-off by ineffective staff development activities designed from an erroneous perspective, they feel equally turned on and positive about staff development activities which have the correct orientation.

One construct which appears to work effectively is that developed by Maslow.² A staff development program which is based on this hierarchy of needs does work and does contribute to a positive climate.

Assuming that most educators have managed to meet their lower level physiological survival needs, effective staff developers plan for inservice activities to accommodate the other, high-order needs. But they do so on an individual basis which takes into account the fact that all individuals are at different points along the growth continuum--and at different places at different times, depending on varying circumstances both internal and external. Staff development which is to be meaningful must provide either for some range of needs within each significant activity or for some pre-assessment and grouping which assures that individuals who participate are at a relatively common needs level. Obviously, this is not a simple task, but it is no more difficult than asking teachers (as we do regularly) to "individualize for students."

Human Needs and Staff Development

The needs levels identified by Maslow, and their interpretation in terms of staff development planning are:

Safety Needs. Individuals having safety needs are those who feel somewhat unwilling to take risks--those who are threatened by the proposed activity in some way. The classic safety need in education is that of the beginning teacher whose most urgent need is to survive until Friday. However, research has shown that many experienced teachers have a relatively poor self-concept, and are easily disturbed by proposals for change, either in the organization or in their day-to-day functioning. Although we may be impatient with this fear response, it is important to recognize that individuals who are feeling threatened, and negative as a result, have very special needs which must be accommodated by the staff development planner. In fact, until those needs are met, it is a waste of time to appeal to needs of a higher order. It is also important to realize that all human beings "regress" to safety needs on occasion when they are faced with new and different situations in which they are uncomfortable.

² A.H. Maslow, Motivation and Personality. New York: Harper & Bros., 1954.

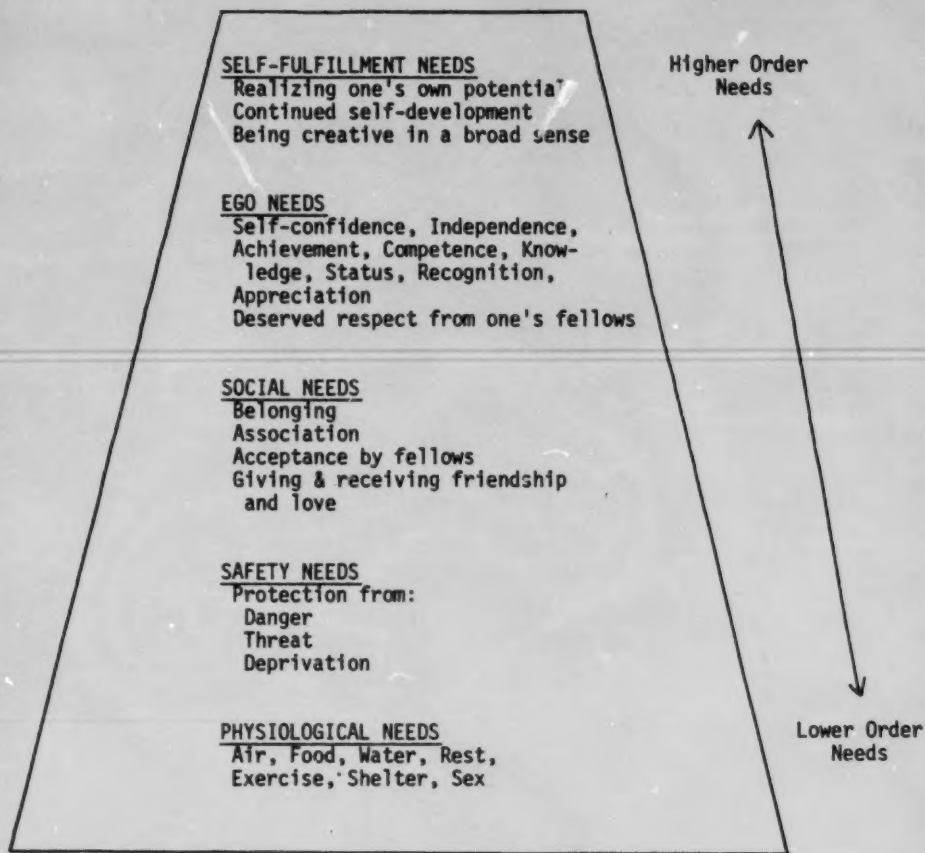


Figure 1:
Graphic Representation of Maslow's Hierarchy of Needs

Social Needs. Maslow indicated that once safety needs have been taken care of, a higher order of social needs emerge in human beings. These are the needs for relating or belonging, accepting and being accepted, collegiality, and warm human concern.

Unfortunately, although schools should be exemplars of warm, supportive human organizations, they often operate as very nearly the antithesis. Teachers, with the possible exception of those working in teams or closely-knit departments, operate in relative isolation. When they do communicate, it is frequently in the context of the teacher's lounge conversation which turns out to be more of a gripe session than a positively reinforcing experience. Staff developers can use their knowledge of the human need for group association and communication to make staff development activities more meaningful and productive, if they realize its potential. Like safety needs, social needs are never fully realized. They must be continuously planned and provided for.

Ego Needs. Once the needs for protection from risk and for social acceptance have been reasonably met, individuals sense the need to be recognized and respected as persons, to make contributions which enhance their feelings of self-worth as evidenced by the appreciation of others. Teachers who are always "done for" rather than having the opportunity to "do," like other human beings of all ages, feel less self-confident, less independent, less competent and are less likely to reach out for new experience with enthusiasm and an open mind. Like the two preceding categories, this need is never fully met.

Self-fulfillment Needs. Although most of the energies of the educational community at all levels (and the general population) will be taken up with attempting to meet the preceding levels of needs, schools more than any other institution should attempt to the degree possible to address the self-fulfillment needs. These are needs which speak to the deepest human satisfaction--the need to be all that is in one to be, to realize one's greatest potential, to become fully self-actualized and make one's best contribution to the world. A staff development program which does not at least consider the possibility of assisting staff members to grow to the ultimate of their capacity does not have adequate vision for the task.

Implications for Staff Development Leaders

If staff development is perceived to have potential for damaging or enhancing school climate, and if the self-actualization model has validity for the development of a healthy learning environment for all those who work in it, the staff development leader will carefully consider ways to identify and accommodate the levels of need.

Safety Needs. A staff development program which recognizes safety needs provides for the security of participants. Planners systematically recognize and proceed from the experience of learners. New material is presented clearly, respectfully, and within an organized structure. Orientation to new ideas is extensive and expectations are made very clear. If the expected change is substantial, staff members have some level of involvement at every stage of the planning, and timelines with specific expectations for participants are established from the outset. The environment is casual, but well-organized, with frequent opportunities for review and practice. The leader attends closely to the comfort or frustration level of the group, and suits the pace of the activity to both the individuals and the group.

Social Needs. Accommodating to the social needs is a task which good staff developers attack with enthusiasm. They know from experience that the vast majority of individuals like, and profit from, opportunities to work in small groups on problems which have meaning for them. They also know that positive peer pressure is a powerful ally if engendered successfully. Staff development activities, then, which capitalize on this human need provide a variety of kinds of opportunity for small groups to interact, practice, solve problems, share related experiences, and for individuals to act both as leaders and followers in a secure setting.

Ego Needs. Staff development activities which provide extensive opportunities for participants to provide leadership, to receive recognition for their accomplishments, and to make real choices for themselves are providing for ego needs. In this context, effective staff development often utilizes "superstar" teachers to plan and conduct staff development activities for their colleagues. It also provides a variety of means by which individual staff members may accomplish given staff development objectives according to their own options. It actively seeks out successful practice, recognizes it, and provides outlets for dissemination.

Self-fulfillment Needs. Although the major effort in any school district must of necessity focus on specific ways in which district and building goals relating to student achievement can be met, the comprehensive staff development program provides at least some opportunities for individual staff members to stretch and grow toward their ultimate potential. A limited number of opportunities will be given to staff members to enable them to design and carry out their own self-improvement projects with support only as requested from the staff development office.

SUMMARY

Staff development and school climate are mutually dependent. A good staff development program which respects individuals and provides avenues which are seen as helpful for them to meet their own self-improvement needs as well as the needs of the organization. If these interrelated needs are met, the climate of the school is almost always improved.

Conversely, if staff development activities do not attend to climate variables, particularly in the human dimension, they can create more morale problems than they remedy. And if other climate factors have such an overriding effect that staff members cannot concentrate on the desirability of participating in staff development activities, staff development will be adversely affected.

The essential element is for staff development planners to be highly sensitive to climate factors as well as components of effective staff development, and take both into account.

IMPROVING CLASSROOM CLIMATE

By Edward C. Pino

"For it is in the quality of the
teacher that all else depends."

James B. Conant

PREFACE

The need for a healthy school-wide climate has been well documented in research. Numerous books and articles have been written on School Climate Improvement, probably the most noteworthy of which is School Climate Improvement: A Challenge to School Administrators,¹ a Phi Delta Kappa best seller.

CFK Ltd., founded by the late Charles F. Kettering III in 1967, and its successor, CADRE (The Collegial Association for the Development and Renewal of Educators), have led the movement and an extensive list of current publications on the topic of School Climate Improvement is available.²

Practitioners and researchers alike agree that school climate is important. Administrators and teachers acknowledge its importance when they speak of boosting morale, increasing involvement and in general, maximizing job satisfaction and productivity.

Researchers have acknowledged its importance by conducting a multitude of studies intended to indicate the impact of school climate on job satisfaction and productivity and to delineate the relationship between leadership style and organizational climate.

Practitioners and researchers generally agree that some school climates are good and some are bad. Some schools provide teachers and administrators with feelings of accomplishment both with the tasks they perform and with the interpersonal relations they experience. In others, teachers and administrators are demoralized and apathetic.

Despite this consensus, a major question remains: What constitutes school climate? The problem is basically a conceptual one. School climate has been described in a variety of ways.

In 1962, Halpin and Croft devised the "Organization Climate Description Questionnaire (OCDQ)."³ This was developed from data they

¹ Fox, Robert S., et. al., School Climate: A Challenge to the School Administrator, Bloomington, IN., Phi Delta Kappa, 1974.

² CADRE Publication Center, College of Education, University of Tulsa, 600 South College, Tulsa, OK 74104.

³ Halpin, Andrew W. and Croft, Don B. The Organizational Climate of Schools, St. Louis, Washington University, 1962.

collected from 71 schools in 6 different regions of the country, with school climate descriptions from 1,151 respondents.

From this, Halpin and Croft developed a scale measuring schools along a continuum from "Open Climate" at one end through "Closed Climate" at the other.

Later in 1966, Walden and his colleagues administered the OCDQ to 65 elementary school principals and 1,008 teachers in a large school district.⁴

In 1971, after desegregation and district reorganization, 55 elementary schools participated in a follow-up study.

In 1967-71, this instrument was adapted and combined with the Associated Public Schools System's (APSS) Indicators of Quality Index, by the Cherry Creek School District to evaluate the quality of the classroom climate of that district.⁵

As noted earlier, the most serious, recent and continuing work in this area has been made by CFK, Ltd. and its successor CADRE. This organization has developed the "School Climate Profile," in 1974, together with accompanying recommendations. The Climate Profile is intended to provide administrators with "a convenient means of assessing the school's climate factors and determinants."

For practical purposes, all of the above noted instruments describe but do not prescribe. The great value, particularly of the School Climate Profile, is in providing administrators with a guide in taking a hard look at their schools, using the determinants identified.

The research has yet to give practitioners concrete direction for administrative action. Classifying a school's climate as closed, for example, does not tell its principal how to make it more open. It cannot be very comforting to school administrators to learn that their impact on school climate may be minimal as Wiggins's⁶ research indicates. School administrators, like everyone else, need to believe they can influence their environments in a positive and constructive manner.

As a result of the researchers' seeming inability to tell practitioners what they need to know, a body of pragmatically oriented literature has evolved. School administrators have recounted their schools' successful efforts to improve climate.

⁴ Walden, John C.; Taylor, Thomas N.; and Watkins, J. Foster. "Organizational Climate Changes Over Time." Educational Forum, 40, 1. Nov., 1975, pp. 87-93.

⁵ Cherry Creek School District, "What's Unique About Cherry Creek," 1971.

⁶ Wiggins, Thomas W. "Comparative Investigation of Principal Behavior and School Climate." The Journal of Educational Research, 66-3, Nov. 1972, pp. 103-105.

These administrator-generated articles articulate the positive, give hope, direction and help. The emphasis is on action and this is both good and necessary.

By comparison very little research has been done on the subject of classroom climate (see bibliography). The Cherry Creek School District evaluation noted earlier attempted to identify classroom variables to a healthy classroom climate and these are basically, though, refined, the ones identified in the next section of this paper.

It seems ironical that the center core of a school - the classroom - should have been so neglected in the research and action-oriented programs, but so it appears.

It should be noted, however, that 50 percent of the school problems characteristic of most schools listed in the CFK, Ltd./CADRE School Climate Improvement publication deal directly with the classroom and its occupants - the students and their teachers.

There can be no doubt that improving the climate of the classroom or school must be a school-wide project with the school administrators working in conjunction with the rest of the staff being a key to its success.

There also can be no doubt, however, that much of these efforts will go for naught unless and until the need for classroom climate improvement is internalized and acted upon by the classroom teachers in any school. Without such action most of the school-wide efforts will merely be a veneer for basic classroom behavior. With meaningful action in the classroom, the veneer changes to a true reflection of the climate within which the students spend most of their time - the classroom.

This paper therefore is intended to compliment and supplement the school climate improvement movement by providing some guidelines for improving the foundation itself.

It is in no way intended to discount the importance of working on a good (open) climate on a school-wide basis. It is, however, intended to urge those interested in this movement to consider the importance of what happens in the classroom as at least of equal importance.

Perhaps, in so doing, administrators can find added leverage in their attempts to improve the climate of their schools.

This paper is a "bread and butter" exercise. Its purpose is to provide administrators with a short instrument for measuring the quality of the climate in each classroom and teachers with simple yet effective methods which can be implemented next Monday morning.

DEFINITION

For purposes of this paper, classroom climate is defined as the physical, social, emotional, intellectual and pedagogical arrangements of the place called the classroom where students and teachers engage regularly in educational pursuits.

Although there will be many inter-relationships and inter-dependencies between classroom and school climate, this paper will focus almost exclusively on the classroom.

PREMISE

The premise of this paper is that a given school's climate as measured by the CFK Ltd./CADRE School Climate Profile Instrument will be increased significantly over a 180 day test period if the strategies described in this paper are implemented and actively internalized and practiced by the classroom teachers of that school.

CLASSROOM CLIMATE QUALITY INDICATOR PROFILE (CCQIP)

The improvement of the climate of any classroom as defined in Section II of this paper is dependent on controlling many variables which are identified in the following Classroom Climate Quality Indicator Profile. These quality indicators were first identified in 1977.⁷ They remain unresearched, but are based on the results of related research on organization climate and learning theory.

This profile is intended to be administered by a team consisting of a teacher (preferably the professional advocate of the teacher whose classroom is being evaluated), a student of that classroom and an administrator of the school in which the classroom is located. The instrument is to be completed after 3 one-hour classroom observations have been accomplished. Each team member is to do his/her evaluation independently and then combine and average the results. If used, it should be emphasized that this is not intended to be a teacher evaluation instrument, but rather, only one indicator of the climate. Those using the instrument should first read the next section of this paper and discuss it together before starting their observations.

See following page for the Classroom Climate Quality Indicator Profile Instrument.

CLASSROOM CLIMATE QUALITY INDICATORS

This section of this paper is intended to provide a frame of reference for those evaluators using the Classroom Climate Quality Indicator Profile (CCQIP).

⁷ Pino, Edward C. "Ten Ways to Improve Your Classroom Climate," International Graduate School of Education (IGSE), 1977.

CLASSROOM CLIMATE QUALITY INDICATOR PROFILE

Please rank all indicators based on 3 separate one-hour observations. Five represents the highest ranking and one the lowest.

Quality Indicators	1	2	3	4	5
1. <u>Sense of Classroom Community</u> - Presence of a sense of belonging, dependency, shared values, responsibilities and tasks.	.	.	.	.	.
2. <u>Teacher's Statement</u> - Caring, supportive, trusting, helpful, plentiful positive reinforcement.	.	.	.	.	.
3. <u>Trust</u> - Classroom operations are based on trust and trust-worthiness.	.	.	.	.	.
4. <u>Congenial Environment</u> - Warm, compassionate, relaxed, informal, physically engaging, and option loaded.	.	.	.	.	.
5. <u>Shared Decisions</u> - Agenda, responsibilities, strategies, conflict resolution; adherence to classroom boundaries and consequences.	.	.	.	.	.
6. <u>Varied Teaching Styles</u> - The number of styles, their frequency and the number being practiced simultaneously, matched to learning styles of students.	.	.	.	.	.
7. <u>Management System</u> - Scheduling, activities, materials, pacing, and arrangements.	.	.	.	.	.
8. <u>Communication</u> - Open, honest, frequent and provide for both private talks and group clearing house sessions.	.	.	.	.	.
9. <u>Recognition of Individual Needs, Ability and Goals</u> - Individualized agenda, strategies and evaluation.	.	.	.	.	.
10. <u>Reward System</u> - Based on ability of each student to finish his/her own negotiated agenda.	.	.	.	.	.

Further, it is intended to provide classroom teachers and others with practical strategies which can be implemented with a minimum of cost or outside help.

1. Sense of Community. Today's schools are inhumane and out-of-scale to man. They are jail-like, factory-like, warehouse-like, and church-like. Copying these other social institutions has not worked and is contrary to developing a healthy classroom climate. The basic goal has been to make their "inmates" (students) all come out the same (i.e., graduating with the same kind of "minimum" competencies).

This, of course, doesn't work for at least two reasons. First, "there is nothing so unequal as the equal treatment of unequals."⁸ Therefore, theoretically, the only unique goal of education should be to develop uniqueness.

Secondly, in practice it never has and (because of the first reason above) never will work.

In fact, what all students do with each successive school year's experience is become increasingly more different. All we have ever been able to do is to decrease somewhat the degree to which the student's inevitably become increasingly more different.

There is therefore a definite conflict between the strong statement that schools and classrooms are making to their primary (students) and secondary (parents) clients and what is actually happening. As a result, schools are failing increasingly to meet the expectations of both clients.

One large reason for this failure, in the opinion of this author, is that we have been trying to develop a sense of community at the school level rather than focusing on a much smaller scale. The school - whether it be an elementary unit of say 600 or a secondary unit of 1,500 - is much too large to develop a true sense of community.

A good example of this is the modern secondary school; a large box with many little boxes or cells (classrooms), a closed campus surrounded by a cyclone fence and the inside filled with lonely students moving aimlessly up and down lonely corridors, not knowing who they are or why.

In this condition there is no way to develop a sense of caring, belonging, developing and shared decision making.

It is therefore proposed that we focus on the scale of the classroom and really go to work on developing a true sense of community. This scale

⁸ Pino, Edward C., 1966 Pre-School Conference Address, Cherry Creek School District, Englewood, Colorado.

should have a minimum of 25 to an outside maximum of 150 students (in a teamed open space setting).

The basic strategy required to foster this sense of community is to develop an "our classroom" (a phrase coined by Mr. Chick Moorman - see Bibliography) feeling. This is to say that everything in the classroom is shared and "owned." Whether the community is dealing with the agenda, responsibilities, tasks, strategies or rewards, the teacher should continually be stressing that it is not yours, not mine, but ours.

This is easier to say than to implement obviously, but here are some practical suggestions to consider.

- a. The teachers and students should all meet daily or weekly for 15-30 minutes in Glasser-type classroom sessions, Magic Circle, or just plain rap sessions to discuss, among other things, this joint sharing and ownership.
 - b. At the beginning of each day (elementary) or week (secondary), the students and teachers meet briefly to discuss the agenda, activities, schedule, etc. for the day or week.
 - c. The students and teachers should all have a "piece" of the classroom that belongs to them whether it be the potted plant hanging from the macrame, the gerbil, or the John Denver tape playing softly in the background.
 - d. The students and teacher should all have their own wall panel consisting of their picture, biography, mail box and feel wheel.
 - e. The students and teacher should all know they can depend on the help of everyone else, whether it be classroom house-keeping or kids teaching other kids.
2. Teacher Statement. A teacher makes a strong statement every day concerning who he/she is and what he/she is all about in the following four ways in ascending order of importance:
- a. Verbal behavior of the teacher
 - b. Non-verbal behavior of the teacher
 - c. The environment created and surrounding the teacher
 - d. The actions of the teacher.

The basic issue then becomes the kind of statement the teacher is constantly making to students based on these four variables. The teacher must therefore be critically aware of what kind of statement he/she is making and alter his/her behavior accordingly.

The statement made overall must indicate a strong sense of caring; continued support of the student's efforts, both individually and collectively; unending trust since "trust is the antecedent of all learning,"⁹ a desire to be of help and not to be an adversary; and to provide bountiful positive reinforcement when justified.

How is this done?

- a. Teachers must extend their positive reinforcing verbal behavior and minimize remarks to students which could be interpreted as "put-me-downs" or sarcastic ridicule. Also, teachers must remember to never say anything which cannot be delivered and to do those things which have been promised.
- b. The non-verbal must be consistent with the verbal behavior. Smiles, touching and good eye "language" are to be encouraged while smirks, negative body motions, and the like are to be discouraged.
- c. The environment (i.e. overall atmosphere, physical arrangements and communication system) says much about who a person is. Think of your last visit to someone else's home and the impression you came away with based on whether the dishes were washed, etc. We make a strong statement about who we are based on the setting we create around us.

Teachers should therefore be acutely aware of the physical arrangements and the emotional and social tone he/she establishes and maintains.

- d. Actions speak louder than words - what you say is one thing; what you do may be something else. Consistency and delivery are the keys here. Teachers should practice consistent behavior (verbal, non-verbal, environment and actions) and delivery of those things promised. If, for example, the teacher promises to have a private talk with each student in the next 2 weeks, he/she must deliver. To not do so, more than negates the statement to do so.

All of the above should be enveloped with constant positive reinforcement as deserved. All teachers do some of this, but no teacher does enough. Teachers should consciously practice providing such reinforcement by keeping a reminder such as the list of "53 Ways to Provide Positive Reinforcement," developed by this author, on their desk or planning center. (See Appendix A)

⁹ Pino, Edward C., 1966 Pre-School Conference Address, Cherry Creek School District, Englewood, Colorado, p. 2.

3. Trust. As stated earlier, "trust is the antecedent of all learning." This means that the trust level of the classroom is crucial. The classroom teacher therefore, should be asking the continual question: "Is my classroom filled with trust or distrust?"

To help answer this question, teachers should determine the presence of the following as well as work on the author's "Ten Ways to Build Trust." (See Appendix B)

- a. To say, "trust me" won't do it. "Vehicles" for trust building are necessary. Some of these vehicles are:
 - 1) Listening
 - 2) Consistent behavior
 - 3) Delivering commitments
 - 4) Focusing on another's (student's) interest
 - 5) Allowing for increased responsibility
 - 6) Honoring privacy and confidentiality
 - 7) Adhering to boundaries and consequences
 - b. Modeling trust is likewise important. If teachers say trust me and then proceed to lock up their teaching supplies, they are not modeling trust.
 - c. Expecting trusting behavior from students is also essential. To help with this, teachers should provide both role playing and values clarification activities so students will have a frame of reference for their actions.
 - d. Rewarding examples of trust with such things as "sunshine" calls and/or "you'll be proud to know" certificates will further reinforce the importance of this part of a teacher's value system.
 - e. Trust building activities such as initiative games, discussion of reading assignments dealing with trust and student-developed trust games will help reinforce trust vehicles, modeling expectancies and rewards.
4. Congenial Learning Environment. Teachers should strive to develop a "congenial acre of June."¹⁰

Instead of the jail-like, factory-like, warehouse-like, and church-like atmosphere mentioned earlier, the teacher should be striving to copy other social institutions such as the home, the supermarket, and Ringling-Brothers.

¹⁰ Pino, Edward C. 1966 Pre-School Conference Address, Cherry Creek School District, Englewood, Colorado, p. 5.

School classrooms need not be what most schools are. The difference is in what the teacher really wants his/her classroom to be.

The best example in schools today of what all classrooms should be as related to this quality indicator are most enlightened kindergarten classrooms. These rooms in large measure are informal, flexible, compassionate, option-loaded, warm and loving. This pattern should continue throughout all of the grade levels instead of becoming professionally worse as is the case in most schools today.

More specifically, the following are suggested for implementation next Monday morning:

- a. Physical arrangements need to be examined. No wholesale changes need to be made to begin to change the texture of the classroom significantly. A few symbolic changes will suffice at the beginning and can be done without long preparation, large cost and the headaches of administrative clearance.

To start the thought process, merely think what is being done in most places other than the school - like the doctor's office, banks and the like.

Some symbolic changes might include:

- 1) A throw rug in one corner
 - 2) Potted plants hanging from macrame
 - 3) A rocking or easy chair
 - 4) Playback and music tapes provided by students
 - 5) Regrouping desks/tables to get away from straight rows and regimented appearance.
- b. An option-loaded environment similar to that found in today's supermarkets makes all the difference - the room should be filled with all kinds of "stuff" so that the students almost literally have to stumble over the books, games, manipulative devices, etc. not to use them. Most of this stuff should be student made, referenced, stored and retrieved for 3 reasons:
 - 1) To get the maximum amount of stuff in the least amount of time
 - 2) To not rob students of the precious learning processes connected therewith (i.e. learning how to learn)
 - 3) To save precious teacher time for other more important tasks.
 - c. The basic behavior of the teacher should be to:

- 1) Pass almost all teaching tasks and responsibilities on to the student for the same reasons as noted in b. 2).
 - 2) To act as a guide, floating among the students busily engaged in tasks formerly done by the teacher, listening, observing, interacting, loving, trusting, and reinforcing success.
 - 3) Sharing the decision making on all matters.
5. Shared Decisions. Consistent with the "our classroom" feeling noted earlier, the important decisions of the classroom should be shared. Shared classroom decision-making should be based on the following benchmarks:
- a. Individualized - Decisions to be shared should be in large part individualized. The decision-making model should not be what percentage of the class wants to go to the zoo with the majority "winning." Nor, should it be: "Do you have any suggestions, kids, before I make up my mind for all of you?" The teacher should set down with each student and negotiate out the important items of classroom operations. Example: Since students should be responsible for their own behavior, individual behavior contracts should be negotiated as necessary.
 - b. Negotiated - Decisions made should be negotiated in a manner not unlike teacher negotiations, when working properly. Example: Regarding the agenda, the teacher comes to the "table" with a list and the student does the same. Both parties bargain in good faith. The result is a third list reflecting compromises made in both the teacher's and student's list.
 - c. Ownership - Decisions should not only be shared, but also "owned." Students should own their share of the decision that has been negotiated.
 - d. Parity - The goal of this shared decision-making process should be parity; that is to say both the teacher and the student should end up with an equal voice on all important classroom business. As is the case in agriculture (where the term parity became popularized), the teacher may have more to say about some matters and the student may have more to say about other matters (wheat may have a different parity than corn). The score at the end of any one inning may be different, but the score at the end of the ball game should be tied.

Important classroom decision-making areas should include at least the following:

- 1) shared agenda (curriculum)
- 2) shared strategies
- 3) shared responsibilities
- 4) shared boundaries
- 5) shared consequences
- 6) shared conflict resolution
- 7) shared evaluation
- 8) shared rewards
- 9) shared tasks
- 10) shared decisions about decision-making

Procedures should be present in the classroom for processing group problems and conflict (i.e. classroom sessions) and individual needs and interests (i.e. behavior contracts). These procedures should be preceded by small group role playing and values clarification activities so as to provide a sufficient frame of reference for students when the processing on a group or individual basis begins. This will help in avoiding most of the subsequent conflicts in implementing process steps like "classroom boundaries" (See Appendix C) and in this author's eight steps on "Dealing with Difficult Discipline Problems." (See Appendix D)

6. Varied Teaching Styles. Another quality indicator to classroom climate is the kinds, frequency and variety of teaching styles made available to students. The variables involved include:
 - a. Basic Approval - as noted earlier, the basic style should be:
 - 1) questioning; problem solving
 - 2) guiding
 - 3) helping
 - 4) supporting
 - 5) reinforcing success
 - 6) loving/trusting
 - 7) hand holding
 - 8) listening/observing/interacting
 - 9) individualized
 - 10) non-competitive
 - 11) experientially based
 - 12) shared decision-making
 - 13) our classroom feeling
 - 14) child centered
 - 15) stretching/challenging
 - 16) small group (3-7) delivery
 - b. Variety - teachers should be able to "sing many songs." Of the some 25 distinctive styles listed in Appendix E, teachers should be able to "sing" a goodly number, particularly those

supportive of the basic style outlined above. Teachers should be constantly striving to expand their teaching style repertoire.

- c. Orchestration - Not only should teachers be able to sing many songs, but also should develop the skills to handle several styles simultaneously. Most elementary teachers are able presently to handle about two styles at a time (i.e. bluebirds in front and seat work in back) and most secondary teachers basically use only one style at any given time (i.e. lecture). Teachers should set a goal of being able to orchestrate at least 3-5 styles simultaneously (i.e. small skill group teaching; production activities, and kids teaching kids).
 - d. Matching - The result of all of the above, of course, should be a close match and mapping of teaching-learning styles and the program and the decision making flexibility to recycle quickly if the first match was in error.
7. Management System. The management system of the classroom is another important classroom climate quality indicator. Classroom management variables include:
- a. Responsibility - All responsibilities (logistics, materials and actual teaching/learning) should be shared and performed basically by the students. All students should be given specific tasks and the environment should be bountiful enough to provide several such tasks for each student, whether it be watering the gerbil or making a "stuff box" (teaching kit) to be used by the student in teaching another student. All students should feel responsible and accountable for the quality accomplishment of a set of meaningful tasks. (See Appendix F, "10 Steps in Kids Teaching Other Kids")
 - b. Scheduling - Scheduling should be flexible and individualized, in part, in order to help students to learn how to budget their own time. These schedules, like almost everything else that happens in the classroom, should be developed and implemented by the student and monitored by the teacher for quality control.
 - c. Grouping - The grouping strategies should be based on the following 5x5x5 rule of thumb:
 - 1) about 5 groups working in varied activities simultaneously
 - 2) about 5 students in each group (not less than 3 nor more than 7)
 - 3) groups to last about 5 days
 - 4) groups to be organized using these 5 criteria:
 - a) interests
 - b) problems

- c) achievement level
 - d) learning style
 - e) thematic agenda items
- (Also see Appendix G)

- d. Record Keeping/Reporting and/Rewards should be tied to learning contracts. These contracts should be the vehicle for recording all issues negotiated such as What (agenda item); How (strategies); When (scheduling); Contracts (boundaries or consequences) and the Commitment (sign off by the student and the teacher and parent (optional)).
 - e. Individualized - All of the above plus the activities and materials provided should reflect an Individualized Education Plan (IEP) based on the student's goals, needs, strengths, interests, problems, learning style and ability to learn. (See Section 9 to follow)
8. Communication - The communication system in the classroom should be honest, open and frequent. More specifically, it should--
- a. Provide much time for listening. This, however, cannot be done until almost all of the classroom activities are turned over to the students. Until teachers do this, their time will be consumed in monologuing, logistics, record keeping, house-keeping, etc. When the basic style becomes that described earlier then the teacher will pick up sufficient time to do the following four types of listening:
 - Small Group Listening
 - 1) floating (moving quickly among the groups)
 - 2) in-depth (focusing in on one group for an extended time)
 - Individual Listening
 - 3) scheduled private talks (3-5 minutes on a rotation cycle) with one student
 - 4) non-scheduled private talks (setting aside time for the emergency-type private talks with one student.
 - b. Honest and Open Interaction. Examples here would include parent/teacher/student conferences so that all parties involved know what is being said; semi-confidential student journals, negotiating contracts, etc. There is no hidden agenda.
 - c. Variety - Teachers should arrange for a variety of communication opportunities, ranging from private interaction to total group classroom sessions. The variety should also include both oral and written vehicles of expression (i.e. talks and journals).

9. Recognition of Individual Goals, Ability, and Needs - The implementation of this quality indicator requires a six-step process as follows:

a. Process

- 1) goal setting
- 2) assessment of strengths and needs
- 3) negotiation of competencies designed to accomplish stated goals and answer needs identified during the assessment
- 4) mustering resources, human and non-human
- 5) experiencing the tasks necessary to learn the competencies
- 6) evaluating the results

- b. Delivery - The delivery system in the classroom should consider the following 10 variables noted in Appendix H and the degree to which each is being practical:

- 1) vary the rate of learning
- 2) vary the teaching styles
- 3) vary the grouping practices
- 4) vary the content
- 5) vary the learning outcomes
- 6) vary the materials
- 7) vary the environment
- 8) vary the helpers
- 9) vary the schedule
- 10) vary the learning contracts

10. The Reward System. The basic issue here is what kind of a ball game is being played. Is it a win/lose game or a win/win, finish your game? More specifically:

- a. Students are graded for effort expended as related to their own ability.
- b. Students share in the development of the evaluation variables and in the evaluation process as well.
- c. The teacher identifies student successes while challenging them to conquer deficiencies which are identified, worked on, but minimized in importance.
- d. Students receive regular yet justified positive feedback about these successes and encouragement concerning their deficiencies (see Appendix A for specific ways to do this).
- e. Students are not labeled, tracked on a group basis, or stereo-typed. Files do not contain damaging information.

- f. The basic evaluative evidence is the result indicated on negotiated learning contracts. The students, teachers and parents (optional) sign off both before and after the fact. This reflects all the present and future teachers need to know about the student's work and progress to date.
Example: What was attempted, how it was done (or not done), how long it took, any constraints which were in effect, and most important, was it accomplished at the quality required when negotiated?
- g. Ideally, there should be only two "grades;" competencies completed and mastered to the level expected or competencies not yet completed to that level.

SUMMARY

The improvement of school climate is an imperative for our time. Not in place of or in spite of, but because of the current emphasis on "back to the basics."

Research has clearly indicated that the basic intelligent quotient of children can be positive or adversely effected by as much as thirty points by manipulating the environment positively or negatively.¹¹

Increasingly, evidence is being collected which also ties the quality of classroom climate to student achievement.¹²

Although most schools today do not have what the literature cited in this paper would consider beneficial to student learning, this need not be the case. Schools can be more humane, more caring and more productive.

This paper has, as its basic premise, the proposition that the quality of the climate in each classroom is not only important, but crucial in this quest. It contends that, by focusing on the quality of the classroom climate, the quality of the climate school-wide can be greatly enhanced. Although unresearched to the best knowledge of this author, this premise is based on the results of good related research in the areas of school climate and learning theory.

This paper presents a Classroom Climate Quality Indicator Profile (CCQIP), pronounced CC-Quip for administrators, teachers and students to use in concert in evaluating the existing climate level in a classroom.

The main section of this paper is devoted to discussing the 10 Quality Indicators included in the Profile and suggesting a host of

¹¹ Study of Children in Orphanages, 1940, cited in the film, "Cipher in the Snow" Brigham Young University, Provo, Utah.

¹² Creek School District Evaluation Study, Cited earlier.

"how-to's" that dedicated and committed classroom teachers can implement next Monday morning if they really want to. These "bread and butter" methods can be done without cost or extra help (except from the students themselves). What is needed is real commitment and some inservice training.

Winston Churchill once said, "We shape our buildings and thereafter, the buildings shape us."

We need to reshape our buildings, not just the brick and mortar, but the arrangements, strategies and feelings inside. If we do this at all levels of the building's operation, we can in one small, but important way begin to reshape our larger dream and destiny.

APPENDIX-A

52 WAYS TO PROVIDE POSITIVE REINFORCEMENT

1. "Tell-a-gram" mailbox (i.e., "I liked you today, because..." and "You did something nice to me today...Thank you.")
2. "You'll be proud to know" certificates.
3. "I liked what your boy/girl did today" (Sunshine phone calls).
4. "Today I learned" - sharing sessions.
5. "Magic Circle" activities.
6. "Strawberry" report cards.
7. Genuine compliments (both public and private).
8. Displays of student work.
9. Increased degrees of freedom (time, content, movement, strategies).
10. "I'm Thumbody" program.
11. "Who did something nice to you today?"
12. "Glad time" sharing.
13. Warm Fuzzies Clothesline.
14. Pictures/biography displays.
15. Scheduled "private time".
16. Short notes (i.e., smiling faces) on students' work.
17. "This is your life" - Mystery person.
18. Awards (i.e., for honesty, citizenship, smiling, helping, etc.).
19. Publicity (school and out of school).
20. Caricatures (stories, pictures, role playing).
21. Increased responsibilities (i.e., kids helping kids, pursue hobbies, etc.).
22. Non-verbal (touching, holding, etc.).

Appendix A (continued)

23. "Nothing" contracts (to identify interest).
24. Student journals (to identify interest).
25. Group sharing of experiences (i.e., "Show and Tell").
26. This is your day/week.
27. Autobiography/audio tape of "Happiest day of your life."
28. Autobiography/audio tape of "The most successful thing you have done."
29. T.V. commercials, featuring themselves as a national celebrity endorsing a product.
30. Kids teaching/helping one another.
31. Learning contracts/negotiating commitments.
32. Parent-teacher-student conferences.
33. Super "B"ehavior cards.
34. Identify and build on successes.
35. "Stuff" boxes/resource packets.
36. "What's important to me" contract.
37. My part of the classroom (music, plants, display, animals, etc.).
38. My goal is/my strengths are.
39. "I tackled something and won."
40. Interest grouping.
41. Pick-Me-Up Drawer.
42. Hallmark award.
43. Feel wheel.
44. Positive points.
45. Queen/King for a day.

Appendix A (continued)

46. Dream book.
47. Message board.
48. Feelings book.
49. Who's Who in Our Classroom.
50. I'll take you out to lunch.
51. Quiet time.
52. Snack corner.

"Practice any 10 of these regularly and you will have more kids, better kids, more of the time." Ed Pino

APPENDIX B

10 WAYS TO BUILD TRUST

1. Stop, Look and Listen
2. Honest, Open Interaction
3. Consistent Behavior
4. Do What You Say, Do Not Say What You're Not Prepared To Do
5. Deliver Agreed Upon Commitments
6. Focus on Interests and Problems
7. Adhere to Limits and Degrees of Freedom
8. Provide Support
9. Allow Increasing Responsibility
10. Honor Privacy and Confidentiality

APPENDIX C

SUGGESTED BOUNDARIES FOR "OUR" CLASSROOM

1. We are all Responsible for our own behavior.
2. We all have certain Rights.
3. We all Respect one another.
4. We all Help one another.
5. We all Accept certain responsibilities.

APPENDIX D

PINO'S EIGHT STEPS IN DEALING WITH DIFFICULT DISCIPLINE PROBLEMS

Step I Whoa Back

1. Stop
2. Ask - What have I been doing? Why? Make a list.
3. Is what you are doing helping yourself?

Step II Commit Yourself to do Something Positive and Different

1. To listen
2. To consider positive alternatives
3. To do

Step III Consider Alternatives

(See separate list)

Step IV Develop Plan (Short, Success-Oriented, Reinforced)

1. Listening conference
2. Announce decision on alternative selected
3. Decide on advocate
4. Follow through - deliver

Step V Stop It - Please Stop It

1. If successful - provide positive reinforcement
2. If not - Ask questions
 - a. What are you doing?
 - b. Do you know why this displeases me?

Appendix D (continued)

Step VI It Must Stop - So Let's Work It Out Together

1. Draw behavior contract
2. Make joint commitment
3. Agree to boundaries and consequences

Step VII Time Out if Contract Does Not Work

1. Restrict turf and movement
2. No excuses
3. Consider other alternatives
4. Recycle from Step V

Step VIII If All Else Fails

1. Refer to special helpers in and/or outside the school
2. Refer to administration for positive help if available.
If not, try not to.

Basics

1. Don't expect miracles overnight - short contracts.
2. Students must accept some responsibility from the start.
3. So, no punishment...it removes responsibility.
4. No excuses - show you know they can succeed.
5. Students must make continuous evaluation (judgments) of their behavior.
6. Never give up.

APPENDIX E

TEACHING STYLES

Presentations (teacher)	Small Group Interaction/Relating Activities
Presentations (student)	Brainstorming
Drill-Recitation	Experiencing
Inquiry	Simulation/Gaming
Independent Study	Creative Activities (creative writing, dramatics, science fiction, etc.)
Class Discussion	Forecasting Activities
Modeling	Production Activities
Research Activities	Values Clarification
Multi-Media Activities	Discussion/Debate Activities
Kids Helping Kids	Discussion/Debate Activities
Role Playing	Transactions Analysis
Small Group Activities	Behavior Modification
Problem Solving	

APPENDIX F

10 STEPS IN KIDS TEACHING OTHER KIDS *(For team of 3-5 kids)

1. Identify and Define Limits of Topics to be Taught
2. Decide How Topic(s) Will be Taught
3. Identify Human and Non-Human Resources Needed
4. Decide Where and How these Resources are to be Gathered or Made
5. Delegate Various Tasks

Appendix F (continued)

6. Do Tasks Assigned
7. Become "Experts" on the Topic and Organize for Teaching
8. "Sell" Topic to Others in Classroom
9. Conduct Teaching Sessions
10. Evaluate Teaching Efforts and Learning of Classmates

APPENDIX G

10 TYPES OF SMALL GROUP ACTIVITIES

- | | |
|----------------------------|--|
| 1. Personal Investigations | i.e., Who am I? |
| 2. Brainstorming | i.e., Building topic trees,
establishing limits |
| 3. Values Clarification | i.e., "The Airport" |
| 4. Tutorial Instruction | i.e., Three-member teams - three roles
(learn-teach-evaluate) |
| 5. Evaluation | i.e., "What did I learn today?" |
| 6. Reinforcement | i.e., Magic Circle |
| 7. Trust Building | i.e., "Blind Walk" |
| 8. Making Things | i.e., Stuff boxes |
| 9. Climate | i.e., Housekeeping tasks |
| 10. Problem Solving | i.e., How to teach a topic |

APPENDIX H

INDIVIDUALIZED DELIVERY INDEX

This Individualized Delivery Index attempts to help you identify your current level of competence in specific areas effecting individualized and open strategies.

Please chart your aptitude in each area as you perceive it with "1" indicating the lowest level and "5" indicating the highest level of aptitude.

	Scale				
	Low				High
	1	2	3	4	5
1. <u>Rate</u> - (Self-pacing, self progression, individualized diagnostic/assessment procedures, individualized prescriptive procedures)	.	.	.	.	.
2. <u>Teaching Style</u> - (cooperative teaching techniques, structured choices, provide options and alternatives, experience-centered activities)	.	.	.	.	.
3. <u>Grouping Practices</u> - (family group sizes of 100-300 students, multi-aged family membership, large group/ small group activities, instructional groups based on interests, problems and learning styles, independent learning activities)	.	.	.	.	.
4. <u>Content</u> - (balance between cognitive and affective domains, individualization of at least one content area, interdisciplinary content themes)	.	.	.	.	.
5. <u>Learning Outcomes</u> - (behaviorally oriented, jointly developed with students, tied to diagnostic/ assessment procedures)	.	.	.	.	.
6. <u>Materials</u> - (accessible, wide variety of materials, as nearly life-like as possible, multi-media/ manipulative equipment and devices)	.	.	.	.	.
7. <u>Environment</u> - (open climate, flexibility of space, option-loaded, provides privacy as needed)	.	.	.	.	.
8. <u>Helpers</u> - (use of older students, use of trainees, use of paid aides, use of non-paid volunteers)	.	.	.	.	.
9. <u>Schedules</u> - (large time blocks, variable time blocks, individualized routing and cycling procedures)	.	.	.	.	.
10. <u>Learning Contracts</u> - (individualized and joint commitments, individualized record keeping and classroom management systems, individualized re- reporting procedures, individualized contract amendment procedures)	.	.	.	.	.

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DISCIPLINE...#1 PROBLEM IN THE SCHOOLS?

By James L. Olivero

Background on the Issue

There is increasing concern in our education institutions regarding student conduct, or perhaps I should say, "Misconduct." This concern, indeed, is not limited to educators. Over the last five years, the Gallup Poll has listed discipline as the #1 problem in schools. Certainly, without a safe learning environment it is difficult, if not impossible, to offer a positive climate for productivity and satisfaction.

Although everyone agrees there is a problem, this doesn't necessarily mean all people perceive the problem in the same way. Some parents, for instance, think of the problem in these ways:

- Someone needs to do something with these kids (including mine) because I can't do anything at home.
- There must be stronger discipline measures in the school--but for the other children, not for my little darlin'.
- The school doesn't seem to be able to do anything about the problems so I'm going to teach my child to stand up on his/her own two feet and to learn how to punch-it-out.

Educators, however, are more likely to perceive discipline concerns from a different point of view:

- How can anyone expect me to teach in this classroom; I can't keep order long enough to teach anything.
- Discipline isn't my problem; I'm here to teach a subject, and besides, the vice principal is getting paid to deal with these unacceptable actions.
- Don't those parents care how their children act? How can I teach anything if the parents don't care?

There is some strong evidence, unfortunately, that some parents (not to mention labor unions, etc.) feel schools should be glorified babysitting agencies. Educators object to this position. Probably no one believes schools, solely, should wage the fight against crime and violence. Fortunately, most parents and educators see school as a place for learning: to learn, a safe environment for students and staff must be maintained. But how?

Educators seem to be facing an uphill battle. A study reported in Olivero's Chicken Little Was Right...Or The Future of Education Is Now! noted recent National Education Association statistics on the magnitude of violence and vandalism in our schools. The report, in part, stated:

- in-school assault and battery has increased 58% since 1970.
- school robberies have increased 117%.
- sex offenses in school have risen 62%.
- drug problems (including alcohol) have gone up 81%.
- 63,000 U.S. teachers were attacked physically during the 1973-74 school year.
- 239,400 teachers reported personal property maliciously damaged.

These data are shocking--the magnitude simply isn't known by most people; or else people really don't care.

The Los Angeles Unified School District has tried to keep tabs on discipline problems faced in their schools and doing an excellent job on a difficult task--especially considering how large the district is. (Their ability to get the job done, by the way, also suggests other districts could do the same if they really decided to do so.) Over the past few years the Los Angeles data seem to indicate a gradual decline in the number of conflicts between students. What is alarming, however, is the rapid increase in the number of attacks on teachers and administrators. Is it any wonder some teachers and administrators have a "true" fear about going to their jobs?

Somehow statistics are impersonal--case studies certainly aren't. One can remember the time when Dick West, outstanding principal in Seattle, was trying to quell a disturbance in the cafeteria and was hit with a flying textbook and a chair. Or the athletic director in San Francisco who was hit with a bottle during one of the interscholastic events in the city. Or the individual teacher who was raped by three young people while the teacher was working late at school. Nearly every educator is familiar with similar situations.

Other horror stories abound. Take, for example, the case of the girls' physical education teacher in a Southern California school who gave grades to a few young women--grades the students thought were too low. They cornered the teacher one day and set her hair ablaze. Or the teacher in a Washington, D.C. school who, upset over having a brick tossed through his window while he was trying to teach a class, went outside to see what was happening. He was stabbed, kicked in the groin, and spit on by three young hoodlums. The case studies are too numerous and too grim to fall into the category of "exceptions." In some schools

problems have gotten so far out of hand the major challenge of educators is to make it through the day. Teachers and administrators are often worn out trying to keep a lid on the place--no matter about trying to facilitate the learning process.

When crises occur in our schools, attempts are generally made to meet the hassles straight-on. When we realized children coming to school hungry had a hard time learning, we made efforts to offer special food programs. When non-English speaking children were getting a fast-shuffle, efforts were made to offer bilingual and bicultural programs. When gifted students were being ignored, attention was given to the matter. For one reason or another discipline issues, for the most part, have been ignored or overlooked--or people have thought the problem would go away. Avoidance behavior is no way to solve the problem.

A few people are beginning to speak out--realizing that in a democratic society people need to behave responsibly; that with freedom there is a legitimate amount of structure required; that people working together can accomplish a great deal. Real problems exist when there are weak links in the chain.

One example of speaking out--on the general issue of crime and violence--came recently in San Francisco when Mayor Moscone called a special session to talk with neighbors in different community areas about "getting involved." It's much easier to keep out of controversy--getting involved means people will have to act. There's a chance crime on the streets in San Francisco will be reduced substantially if the rhetoric of the Mayor's meeting changes into positive action.

School people are also beginning to be heard. The following paragraphs are taken directly from the Riverside Press newspaper of December 20, 1976. I believe the article reflects some of the current thinking of administrators in many schools.

PARENTS ASKED TO HELP CURB STUDENT FIGHTING

Leon Shockley, principal of Mountain View Elementary School, has appealed to parents for help in reducing "violent-type confrontations" among Mountain View students.

"An alarming number of children," Shockley said in a letter to parents, "lack problem-solving skills beyond the level of fighting, rock-throwing and hitting others with objects. It would appear that such behavior is learned and perhaps a taught attitude."

Shockley, 45, a teacher and principal in Riverside Unified School District since 1959, said aggressiveness and violence among elementary school students is increasing. He blames the influence of

violent movies, violent television shows, and parents who teach children to solve problems "by fighting and hitting."

Alayne Yates, assistant professor of pediatrics and child psychiatry at Loma Linda University Medical School, said increasing violence and "unsocialized aggression" among the children is a nationwide phenomenon. She said that while this is far from clearly understood, researchers believe school children are less mature and less able to control their emotions than in previous generations.

"It's no wonder schools everywhere are having difficulty coping with these children," said Yates, who has worked with county school children.

According to Shockley, "We're getting primary kids who are very street-savvy, though minded little kids, very self-assured in any confrontation with authority.

"In any kind of threatening situation, they have pronounced reluctance to back down. It's a severe adversary kind of response, and it's a growing trend."

Shockley is by no means the only principal worried about violence among students. For example, principals in both the city's unified districts--Alvord and Riverside--generally agree violence is increasing and that cooperation is needed between parents and their schools.

Hawthorne Elementary principal Jack Nelson, 54, a district principal since 1953, said he is "noticing more and more (violence) among younger children. It often begins as play-acting from what they've seen on television."

A lot of kids are taking karate lessons...kids are going to get attention some way. If they don't get it through school work, they'll get it by going on the playground and belting a kid in the mouth.

Dolores Luhrs, 45, principal at Longfellow Elementary, has banned "play-fighting" where students pretend to land blows on each other's body.

Although they admit the problem is getting worse, city principals still say school violence is largely caused by a small percentage of students. Riverside Superintendent Ray Berry said the "bulk of the severe discipline problems in the district involves about two percent of students."

"It may seem like we're talking about a lot of children," said Jefferson Elementary principal William Nichols, 43, "but they end up being the same names over and over again. You try to work with parents, but sometimes you don't make a lot of headway."

The principals say some parents condone and even encourage violence among their children. School district policy basically says self-defense is permissible but aggression and retaliation are not.

"I ask kids why they fight," said Nelson, "and a lot will say 'my dad says it's okay to hit someone if they hit me first.' Of course, these kids can usually work it around so the other person hits them first. I say 'fine, when you're at home, you follow dad's rules. When you're at school, buddy, you follow my rules.'"

Shockley, principal at Emerson Elementary for 10 years before becoming principal at Mountain View last July, said parents often "brag about" telling their children to strike back.

"I have a sinking feeling when I hear that," Shockley said. "I know that instructions like that are going to be destructive to that child."

No evidence exists that Mountain View students are more violent or aggressive than other students. Evidence does exist that Shockley is possibly making more of an effort to reduce violence than other principals. In his first five months as principal at Mountain View, Shockley has:

- Sent an open letter to parents, warning about the possible destructive influence of television. "In the real world," Shockley's letter said, "most people who only know how to respond violently to problems end up dead or in jail."
- Added an administrative staff member to handle discipline problems and deal with parents--Doug Smith, 29, former Mountain View teacher who spent the last two years dealing with problem students at Chemawa Middle School.

Smith visits the homes of students involved in skirmishes. "In the first month of school," Smith said, "it was well into the evening, 7 o'clock or so, before I finished talking to parents of children who had been beaten up or beaten someone else up on the way home."

- Instructed teachers to discuss with students the shortcomings of violence.

For example, a Shockley memo of late November asked teachers to "keep pushing at every opportunity the notion that violent means (are) the least satisfactory method of problem solving. After all the hitting, hurting and bleeding, the mind, words and reason must be used."

Explored the idea of seeking help from the STRIDE program-- Service Training and Research in Desegregated Education--paid for by the U.S. Office of Education.

The STRIDE program conducts workshops for parents and teachers on student violence and "behavior modifications" and is not confined to racially-motivated violence. Shockley would like STRIDE involved at Mountain View by next spring.

Even without STRIDE Shockley thinks progress has been made toward reducing violence at Mountain View. So does LaDanta Harriman, an officer in the Parent-Teacher Association at Mountain View.

"We thought at one time about moving the kids from the school," Harriman said. "Now you couldn't get us out. The administration is trying. They admit things need to be improved and they're doing it."

There are some fascinating points in the article that are worth considering further. For instance, the principal believes something can be done about the negative influences in the school. Indeed they can. One school I visited five or six years ago in Seattle was one of the most difficult high schools I had ever seen. On the day I was on campus, students were burning a police car in the student parking lot. To make a long story short, the principal, school staff, parents, and interested students took on the challenge. In a five year period they had made so much progress they found it no longer necessary to hire security police for their evening athletic events. By anyone's criteria the school had made considerable progress over a period of five years. (I'll talk more about how they managed to make the change later in this paper.)

On another occasion I was working in Los Angeles with members of the organization called COBA (Council of Black Administrators). Members of this group were very concerned about the high degree of violence in the schools and the number of middle-school youngsters bringing "zip" guns to school. In one school, orientation at the beginning of the year dealt more with the identification of the zip gun components than it did with the new reading program they were installing. (Keen state of affairs.) With COBA's diligent effort--including going on public television in Los Angeles--involved people who were able to reduce significantly the difficulty.

Another school in Nebraska had real problems in the cafeteria. Even though things seemed to go reasonably well in other areas of the school, the world came unglued when many students were corralled together during lunch periods. An all-school effort was directed at the lunch-room fiasco, and the "good folks" won. The point is, problems can be overcome when people work together.

A second interesting part of the Press article calls for the school and the home to get their acts together. Having been in numerous schools in the past decade, I've been amazed at the number of parents (often meeting with principals during conferencing time following a suspension for fighting) who have indicated they teach their children to fight. "I don't want my son to be a sissy. I want him to stand up and fight for what he thinks is right." That statement is beginning to sound like a broken record. This kind of home influence may be more potent today than ever in the past. Unfortunately, there may be so much violence in the public generally people are beginning to believe the only way to deal with the issue is to be stronger and more combative than the other person.

Not only is this influence common among young boys, but the same seems to be true among girls and young women. Many sociological studies point out the increasing incidences of girls and women being involved in violent acts. Whatever the reasons for this (some people attribute it--I believe erroneously--to the women's liberation movement), there is little doubt women are more likely to be involved in disciplinary cases today than in past years. While educators may have known what to do with some unruly young men, they seem to be at a loss when working with the opposite sex.

Neither parents nor staff can attack the problem of discipline independently and be effective--both parties must team with students to establish and maintain a positive learning climate. This climate is characterized by firm, fair, and consistent approaches to discipline matters.

A third point of interest about the article is worthy of mention. A principal actually had the fortitude (guts) to let parents know what was happening; further he sought their support. One might imagine there were numerous "letters to the editor" following the principal's plea. Indeed there were many letters disclaiming what he had to say. (That's one of the gambles people have to take if they are willing to get involved--and willing to get other people to join with them on a job that needs to be done. Too often, I'm afraid, we as educators are unwilling or unable to level with parents and other people in the community, and, therefore, lose credibility with them. Being straight forward with what is working and with what isn't working is sensible.) The vast majority of the responses, though, were very supportive.

A fourth intriguing point, perhaps not all that obvious from the article, has to do with the location of the school district. Many people used to believe most discipline concerns were centered in the urban areas; for the most part their assumption was correct. No longer is this true. Reports of violence in rural and suburban areas, away from the sprawl of the megapolis, are being reported with increasing regularity. Riverside is not what one would call the basic urban setting. The problem can't be ducked anywhere any more.

The article contains other points administrators could spend time thinking about; I've tried to highlight just a few.

Polarization

Two opposite poles of action are recommended frequently to overcome discipline difficulties. One pole of thought suggests getting "tougher." This approach comes from the group calling for strong corporal punishment in the schools (the chorus of "back to the basics" usually echoes in the background). Clearly, strong punishment tends to extinguish negative behavior (at least temporarily) in rats. Is it possible the same action is applicable to people? The other pole of thought calls for a more open, anything goes arrangement; something similar to the Summerhill Plan. There are those who have bought each of these approaches and have evidence to demonstrate the work. I doubt either pole would work for me--furthermore, I'm doubtful either pole is particularly applicable for the vast majority of school districts and individual schools where I've had the privilege of working. If one does buy into either of these approaches, it's probably a good idea to stop reading at this point--these folks aren't going to find much in the following pages to support their position. This book is devoted to those concerned about positive, preventative action.

Prevention Vs. Remediation

Obviously, administrators can't turn total attention to the prevention of discipline problems when there are day-to-day crises. What is needed is a maintenance program for resolving issues as they arise while setting aside critical time and resources for planned, prevention interventions. If the latter is to occur, administrators and parents (along with the students) need to look at causes (as opposed to effects) and to plan interventions accordingly.

Where To From Here?

The CADRE publication, Got Discipline Problems? Do Something About Them,¹ looks carefully at the causal factors which seem to form the foundation on which discipline problems continue to grow in a very negative way. Clearly, problems emerge not only from the school setting, but from the home as well. One chapter from the book expands on the following factors:

¹ Olivero, Jim. Got Discipline Problems? Do Something About Them. A CADRE Occasional Paper. Available from CADRE Publications, University of Tulsa, Tulsa, OK 74104.

Home

- Increased incidences of child neglect and abuse.
- Reduced psychological support from the home.
 - 1) Single-parent family and "latch key" children issues.
 - 2) Mobility of population issues.
- Increased negativism about schools and authority generally.

School

- Ill-defined school purposes.
- Inadequate communication channels.
- Centralized decision-making.
- Inadequate curricula.
- Stress in the schools.

But the identification of problems doesn't do much to solve the problems--and after the problem occurs, educators must lean toward remediation rather than toward prevention. Prevention is the real key.

With prevention in mind, some forty specific, planned actions are described in the publication. The actions are specific practices that have proven successful in a variety of educational settings throughout the United States. Certainly all actions do not have the same impact in all schools--and that's where professional judgment must be used. Since the needs, resources and personal chemistry is different in different schools, educators need to look at the descriptions in light of their own site--and make modifications to attempts others have tried where those alternatives seem sensible.

CADRE is an organization made up of practicing school people who are dedicated toward a productive and satisfying school environment. The educators in CADRE not only believe the traditional 3 R's must be an important part of the school, but that the other 3 R's, e.g., rights, respect and responsibility must be integrated into any viable curriculum.

Positive approaches to discipline doesn't just happen, people make it happen. In the words of one wise sage, "If we think we can, or if we think we can't, we are going to be right either way."

CLIMATE, GOVERNANCE, AND PARENT RIGHTS
By Donald Thomas

"Helping all citizens of the school community learn about their rights and responsibilities will create a climate in which each individual will be more appreciative of the law and respectful of the rights of others."

--David Schimmel and Louis Fischer
The Rights of Parents in the
Education of their Children

"My own view is that an efficacious civic education in the schools will include not only attention to the curriculum and classroom teaching and learning, but will also embrace the whole educational system and not only social studies teachers; the way school is organized, administered and governed; its activities and cultural climate; and its relationships with the community and other agencies concerned with civic education."

--R. Freeman Butts

A school climate that supports teaching and learning is based on trust, openness, common purposes, and authentic inter-personal relationships. It is characterized by justice, fairness, equity, and cooperation. In schools where such a climate exists, the members of the school community receive high satisfaction and obtain high achievement.

Educators have a responsibility to create a school climate which promotes understanding, positive attitudes, and satisfying relationships. Such a climate can be enhanced by the shared governance of schools and by extending to parents the rights to which they are entitled. As Schimmel and Fischer have written, understanding one's rights "will create a climate in which each individual will be more appreciative of the law and respectful of the rights of others." Similarly, climate is enhanced when we concern ourselves with the whole school, the way it is organized, administered, and governed. We must create a school community where the ethical verbals of justice and equity are realities in the practices of the schools and the relationships experienced by its members.

Shared governance not only creates a better school climate, it is also an alternative to collective negotiations. Often collective negotiations leads to confrontation and conflict. Shared governance leads to cooperation and mutual need satisfaction.

Shared Governance.

The educational setting differs from the private sector where negotiations started and grew. That which may be appropriate for industry may not be appropriate in schools. In industry negotiations lead to coexistence. Two parties, with separate private interests, develop agreements to protect those interests. In such a setting there are few common interests, if any.

In the industrial arena the interests are competitive. The owners wish to make the greatest profit possible, and the employees struggle to obtain as much of the profit as they can for themselves. The product is not influenced by the competition between the two parties. Cars and washing machines are not affected by strikes, conflict, violence, or turmoil. Television sets or ingots have no emotions, no learning style, no reasoning ability. Coexistence is established through written contracts and each party plans the next "fight."

Schools require more than coexistence; they require cooperation, mutuality of interest, and strong supportive relationships. Schools are more than factories; they are communities of people helping each other. They are people working for a broad common purpose--to improve the quality of life for themselves and their students. How the community members live and work together, to a great extent, determines what children learn or do not learn. The students are not unfeeling products; they are active participants in the struggle. They are directly affected by what happens between teachers and administrators.

Where cars are indifferent to struggles between workers and corporate giants, children "learn" the relationships exhibited in schools by teachers, principals, social workers, and superintendents. If we wish to teach cooperation, compassion, worth, dignity, courtesy, respect; then we must exhibit these behaviors ourselves. Our own acts must support the ethic we so fondly verbalize. These traits are difficult to commit in a climate of frustration, confrontation, conflict, and antagonism. If we learn to live our ethic, collective negotiations are not needed.

The education family can achieve unity or it can divide itself and cripple the talents, the hopes, and the aspirations of children. Educators can strive for common purposes or they can create chaos, confusion, distrust, and hostile camps of men and women bent on achieving private purposes. The directions we travel, the things we do will depend on individual people: superintendents, board members, teachers. The responsibility lies with individuals and not with organizations, or board of directors, or with legislatures. The enemy is us!

It is not unfeeling boards of education who make school policy. It is men and women with hearts and minds, with hopes and desires, with strengths and weaknesses. It is not associations that teach, or negotiate, or work with the superintendent of schools. It is individual men and women who have families, who have knowledge and feelings, who hope to guide children into a world made better because of their work. If only they could work together--they could travel with Emerson to the mountain top and touch fingers with eternity.

And unless we do so, all of our curriculum guides will turn to charcoal, and all of our hopes for a better world will be dimmed and dulled, and all our works will become parched and shredded buds. What we need in education is not more books, more television sets, more buildings, more objectives. What we need is more cooperation, more heart, more faith, more belief in the basic goodness of man, more men and women of goodwill working together for common purposes, rather than working in an atmosphere of conflict and confrontation to achieve private interests.

In the face of these lessons, it seems to me that it is absolute nonsense for people to discuss such trivia we recently read about in educational journals:

1. Should boards of education have their own staffs?
2. Should principals form their own negotiation units?
3. Should parents be represented at the negotiations table?
4. Should superintendents employ their own attorneys?

Reductionism in education is no longer appropriate. What is needed is more effort toward the unification of groups, more consensus building, more shared governance. It is insane to believe that we can continue our present trend toward conflict, confusion, negotiations, private interests, and separatism. More than anything else, the lessons are clear, we need to build common purposes with methods that will promote equity, justice, and fairness in the educational systems. The schools of this nation must once more return to their original purpose--providing education for the boys and girls who attend them.

The Board and the Superintendent should serve as models of civility, or caring, of being genuinely interested in quality education under the best working conditions possible. Both should be articulate spokesmen for quality schools, for community involvement, for shared governance, for openness in decision-making, for trust building, for demonstrating to all that men and women of goodwill can survive and prevail, can work

and live in peace and harmony, despite the critics, the pessimists, the Illich clan, and the promoters of vested interests.

When power is used continuously, it no longer remains effective. Furthermore, power usually depresses the desire to serve and the will to work. In the education society, power should no longer be the norm. Power should be replaced by shared governance, by participatory management, and by community consensus building.

A school district is a community of scholars, a society of men and women dedicated to truth, honor, and the vision of democratic idealism that has stirred the hearts and minds of Americans in every period of history. The work of the school should proceed in an atmosphere of common respect, of tolerance for differences, and cooperation, where each person is free from the barriers of provincialism, the oppression of power, and the limitations of prejudice.

Schools are a human society to be administered cooperatively with employees. The Board of Education must know the feelings of employees before adopting major policy items. The Superintendent must meet often to discuss procedures with other employees of the district. Representatives from classified organizations and teacher groups should have a voice in all major decisions made by administrators. Deliberate structures should be established to facilitate shared decision-making.

At the central office the Superintendent should establish a cabinet which includes representatives of the various employee groups. This avoids building up a long list of so-called demands which are unloaded on the bargaining table in March of each year. If shared governance is operating well, we may be able to eliminate altogether the nonproductive games of spring which are played as a ritual similar to the rituals implemented by students on college campuses.

In each school building the principal should establish a school council to assist with the governance of the school. This council should include employees and patrons. Together, they can decide what is best for the students. School hours, discipline practices, curriculum, working conditions, and objectives can all be decided on a cooperative basis.

Teachers and parents want equity and justice in the educational community. They are not asking for more than that to which they are entitled. When left out of the decision-making process, both turn to militant actions for developing equity and fairness. This often leads to an adversary relationship. At best, it is one in which teachers, parents, and administrators coexist much the same way as the parties coexist in industry. The schools, however, differ from industry and need to operate as a community.

If the schools are to educate for the democratic ethic, we must practice that ethic as adults. Children learn the living of the educational community. The types of alternatives developed are not the important consideration. What is important is that an alternative be developed that creates a community and allows maximum time and effort to be devoted to cooperation, support, and education. In the end we may or may not receive the same economic benefits, but there will be more of us at retirement to enjoy those benefits--whatever they are.

The Educational Rights of Parents.

School personnel can do much to contribute to a productive and satisfying climate through the concept of shared governance. In addition, such a climate is given strong support by understanding and promoting parent rights in the school setting. A detailed examination of such rights can be obtained in a CADRE paper, A Guide to School Law and Parent Rights.¹

Since 1964 parents have gained significantly important rights in the education of their children. These rights have been established by Congress, protected by the Supreme Court of the United States, and promoted by legislative action of the various states. They are also embedded in the U.S. Constitution.

Of particular importance are seven rights which give parents new opportunities to influence the education of their children. The seven rights are these:

- The right to have teachers employed on merit rather than by discriminatory practices. School employment practices cannot discriminate on the basis of race, color, sex, religion, national origin, or handicap.
- The right to attend a school of one's choice. Parents cannot be forced to have their children attend public schools; they may choose to have them attend private schools.
- The right to a "free, appropriate, and equal education." Parents cannot be charged tuition or assessed costs for educational services or for special assistance given to their children.
- The right to equal educational opportunities for both boys and girls. Students cannot be denied educational opportunities on the basis of sex.

¹ Thomas, Don. A Guide to School Law and Parent Rights. A CADRE Occasional Paper Available from CADRE Publication Center, University of Tulsa, Tulsa, OK 74104.

- The right to "due process" and an informal hearing prior to a student being suspended from school. School officials cannot suspend a student without just cause.
- The right to receive compensatory services for handicapped children. Students must be appropriately educated regardless of their handicaps, limitations, or disabilities.
- The right to know what schools are doing and how tax money is being spent. Boards of Education cannot conduct public school business in secret, except in a few special cases.

These seven basic rights are important parent rights. They are now firmly grounded in law. They have been supported by legal opinion, educational practice, and legislative action. Each has been affirmed by the decision of various courts. It is important that parents understand the legal bases for these rights. Otherwise, the benefits may not be properly appreciated.

1. What is the legal basis for employment of teachers on the basis of merit and qualifications?

Congress passed The Civil Rights Act of 1964 (P.L. 88-352). This Act provided that people be employed on merit rather than on discriminatory items such as sex, religion, race, color, or national origin. The original law did not include government units.

In 1972, however, Title VII of P.L. 88-352 was amended to add all state and local governments, which includes schools. Under the amended Title VII: The Equal Employment Opportunity Act of 1972, schools must provide equal employment opportunity to all potential employees without regard to race, color, religion, sex, or national origin. Thus children are entitled to be taught by the best qualified people available.

Further, Section 504 of The Rehabilitation Act of 1973 (P.L. 93-112) prohibits discrimination against handicapped persons wishing to teach. Parents can expect that their schools will employ the best possible people and that such people will be employed on their qualifications and abilities as teachers and not on the basis of other items. Today the schools are under obligation to abide by the provisions of The Civil Rights Act of 1964 in their employment practices.

2. What is the legal basis for freedom of choice in school attendance?

The U.S. Constitution guarantees basic freedoms to our citizens. These liberties are stated in the first ten

amendments known as the Bill of Rights. The First Amendment states that the American people enjoy freedom of religion and that the government cannot prohibit the free exercise of religious beliefs.

Early in our history some religious groups established private schools. In the State of Oregon a group of citizens went to court to establish the rights of parents to place their children in private rather than public schools. This was to protest a state law which parents believed violated the First Amendment. The case became known as Pierce v. Society of Sisters.

The Supreme Court of the United States invalidated the Oregon law which required that all children attend public schools. The Court supported the rights of parents who wanted to send their children to parochial schools.

Today it is firmly established that parents may educate their children in a school of their choice. Such schools may or may not be associated with religious groups. Thus parents clearly have the right to determine the patterns of their children's education. This position has been reaffirmed by the Court in Wisconsin v. Yoder.

3. What is the legal basis for a "free, appropriate, and equal education" for all children?

Education is a state responsibility. Recently various courts have ruled that all children must be given "equal education" without cost to the parents, regardless of where they live in a state. In Serrano v. Priest the California Supreme Court ruled that the education of each child was to be supported by the total wealth of the state and not by the wealth of an individual school district. Courts have made similar rulings in several other states. Children cannot receive fewer educational services because they live in low-wealth school districts.

A "free and appropriate" education is supported by Section 504 of The Rehabilitation Act of 1973 and by The Education of All Handicapped Children Act of 1975. Both require a "total services" program for all handicapped children. The cost is to be assumed by the local school district. Parents have a right to have their children educated in public schools. The State has the obligation to pay for that education, regardless of the services required by a specific student.

4. What is the legal basis for equal education for both boys and girls?

Title IX of The Education Amendments of 1972 (P.L. 92-318) states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Title IX: Prohibition of Sex Discrimination requires that boys and girls be given equal educational opportunities. Schools cannot discriminate against one or the other in limiting programs or activities on the basis of sex. Both must be given the chance to participate in all school experiences.

The essential meaning of Title IX is to provide equal opportunity in schools for both girls and boys. Each must be given equal opportunity to take courses, to participate in extra-class activities, to receive counseling services, and to obtain educational information.

Rumors about Title IX are legion. Most of them are false. Male and female students do not have to share toilets or be in the same physical education classes. Girls do not need to play football with boys. Classes in human sexuality may be conducted separately.

Title IX forbids discrimination which limits opportunities for females when those opportunities are provided for males. Schools cannot exclude girls from industrial arts or boys from sewing classes. Both boys and girls must be given equal educational opportunities. At the same time, the school may establish reasonable rules to conduct activities in separate groups such as mother/daughter banquets, all boy choirs, or all girl swimming teams.

Title IX is an effort to equalize educational opportunities and to provide to both boys and girls equal access to all educational activities provided in schools. Thus parents have a right to expect that schools will not discriminate on the basis of sex.

5. What is the legal basis for "due process" and an informal hearing prior to suspension?

The requirements for "due process" prior to suspension have been clearly established in several Supreme Court

decisions. The most important is Goss et. al. v. Lopez et. al. In this case, the Court said that students could not be suspended without informal due process for short suspensions and a more formal hearing if the suspension was for more than 10 days.

The decision requires that school officials hear the student's side of the story before action is taken. The student is also entitled to the reasons for his suspension, the right to face his accusers, and the opportunity to be represented by an adult.

Parents have a basic right to have their children dealt with in a fair manner. School officials are to suspend judgment until all information is obtained, and parents are to be informed as quickly as possible of any action taken by school officials. In addition to Goss the right of due process has also been established in Wool v. Strickland and Dixon v. Alabama State Board of Higher Education.

6. What is the legal basis for compensatory services to handicapped children?

Special help for handicapped children is supported by both federal law and several court decisions. The legal right to such help begins with The Civil Rights Act of 1964. Schools cannot deny equal educational opportunities to any child. It is further supported by The Elementary and Secondary Education Act of 1965 to provide special help to children of low-income families. Children with language difficulties are protected by The Bilingual Education Act of 1968 and by the Supreme Court ruling in Lau v. Nichols. In Lau the Court required special language assistance for students who could not understand adequately in English.

The idea of compensatory services is further supported by The Rehabilitation Act of 1973 which requires special help for handicapped and The Education of All Handicapped Children Act of 1975 which states that all children should be given an "appropriate" education regardless of handicap or cost. No other right is as firmly established in law as the right of parents to have their children given "equal educational opportunity" regardless of learning problems or limiting handicaps.

7. What is the legal basis for the public nature of school business?

Public schools are just that--public. The business of schools must, therefore, be conducted in the open. Most states require that Boards of Education have open meetings. Only a few items can be discussed in private. Even with those, action must be taken in an open meeting.

Laws which require that public schools operate in the open are called "sunshine laws" or "open meeting laws." They discuss the necessity to inform citizens and the right of "the people" to know what the schools are doing and how Boards of Education are spending tax money.

Parents, as well as all other citizens, have a right to know what schools are teaching, what materials are being used, and what experimental programs are being conducted. In addition to sunshine laws, these rights are stated in The Education Amendments of 1974 (P.L. 93-380). Public schools can remain public only when their business is conducted in the purifying light of public opinion.

Conclusion.

Trust, openness, mutual satisfaction, and positive attitudes are needed in our schools. They can be obtained by governance and by respect for each other's rights. In establishing such a climate, both parents and school personnel have responsibilities which must be assumed.

Parents must participate in school activities, must share decision-making, and must become informed about what schools can and cannot do. They have an obligation to attend board meetings, participate on school councils, visit with teachers, and support reasonable rules and regulations.

At the same time schools have the obligation to create democratic governance structures and to permit parents to participate in significant decision-making. Schools should also inform parents of their rights and protect both the rights of students and those of parents.

When both parents and school persons accept these obligations the schools will remain in good order and school climate will be appropriate for maximum teaching and learning.

(EDITORS' NOTE: Additional materials on Shared Governance are available from CADRE Publications Center, College of Education, University of Tulsa, Tulsa, OK 74104. Materials on shared governance can also be obtained from School Management Study Group, 440 East First South Street, Salt Lake City, Utah, 84111.)

IMPLEMENTING SCHOOL CLIMATE ACTIVITIES

By Eugene R. Howard

The strategy used to launch school climate improvement programs will depend in each school on such factors as the degree of readiness of the staff, the administrative style of the principal, the leadership potential of the student body, the degree of central office support for the program, and the nature of climate-related problems found in the school. Interested faculty members, however, in all schools tend initially to ask the same kinds of questions about implementation of climate improvement activities - such as:

1. How do we decide what to do? What kinds of projects would be best for our school?
2. Who's going to do the work? (We're all too busy already.)
3. How can we get faculty support for our activities? and
4. How should we organize ourselves so that we get things done?

This chapter addresses these and related questions.

I. Organizing the Climate Improvement Committee

A very common first step in launching a school-wide climate improvement program is the formation of a planning and coordinating group, generally called the Climate Improvement Committee. This group is not an advisory group, which, like many committees, will study an issue and then think up things for other people to do. This is a working group which, together with the principal, will plan and coordinate the climate improvement activities in the school.

This group should not be the same as the principal's cabinet. Rather, it should be composed of carefully selected staff members, parents, and students - individuals who are convinced that the school should be humanized, who believe that staff, students and parents should be actively involved in climate improvement, who have unique talents to contribute, and who are willing to work to make the school a better place for everyone. At first you may have to recruit members for the group. Later, you may wish to accept volunteers. Suggested composition of the group:

- One or two counselors or social workers familiar with the characteristics of the students and who understand the clique structure of the school
- Two or three teachers and two or three parents who believe in humanizing the school

- Two or three student leaders, and
- The principal, who serves as the group's specialist in organization and who provides the group with over-all leadership.

Prior to the first meeting of the group, the principal should prepare a specific, written charge informing the group what it is expected to accomplish. A sample charge statement appears in Figure 1.

Figure 1

Sample Charge Statement for a
School Climate Improvement Committee

TO: School Climate Improvement Committee Members
 SUBJECT: Charge Statement (first draft)

The School Climate Improvement Committee is the Washington School's planning and coordinating group for all major climate improvement projects. The committee is charged with accomplishing the following tasks:

1. Conducting a study of the school climate improvement process so that committee members become knowledgeable regarding what climate is, how it can be assessed and how it can be improved.
 2. Developing a library of materials relating to climate improvement which includes descriptions of promising practices in other schools.
 3. Visiting other schools engaged in school-wide climate improvement programs.
 4. Planning and conducting information-sharing sessions with parent, faculty, and student groups.
 5. Conducting an assessment of the climate of the Washington School and interpreting the results of that assessment to parents, staff, and students.
 6. Identifying from one to three climate improvement projects to be launched in the Washington School during the coming school year.
 7. Organizing one task force to plan and implement each project identified, and assisting each task force in planning its work.
 8. Coordinating the work of each task force, and
 9. Keeping the parents, faculty, and students informed of the progress of the work of the committee and its task forces.
-

At the first meeting of the group the charge should be discussed and appropriate modifications made. It should then be accepted by the group.

The next step is for the group to translate the charge into a work plan. This is done by assigning responsibility for each activity defined in the charge to one committee member. That committee member then proceeds, with suggestions and assistance of others in the group, to plan specific activities related to one portion of the charge.

It is understood that this charge statement can be modified by the committee at any time as the work of the committee progresses.

For an example of what one of these planning sheets might look like, see Figure 2.

Figure 2

Sample Planning Sheet of a Committee Member

Planning Sheet - School Climate Committee		
Task #2 - Developing a Materials Bank		
<u>Responsibility of:</u> Mary Jones	<u>Assisted by:</u> Bill Brown and Betty Smith	
<u>Activities</u>	<u>Target Date</u>	<u>Responsibility</u>
1. Designate space for the materials bank	Sept. 15, 19--	Mary
2. Conduct ERIC search on topics related to climate	Oct. 1, 19--	Mary
3. Contact CADRE Publications office and CADRE league office for recommendations	Oct. 1, 19--	Bill
4. Survey key staff members for recommendations	Oct. 1, 19--	Betty
5. Contact state 4-C office and State Facilitator office for recommendations	Oct. 1, 19--	Bill
6. Order materials	Oct. 10, 19--	Mary
7. Organize check-out system	Oct. 20, 19--	Bill

It is important that each member of the committee be responsible for a significant task, that that individual receive support from other committee members, and that all committee members plan their work.

Two publications would be of value to the committee as it organizes itself to accomplish its tasks:

1. Self-Performance Achievement Record (SPAR) by James Olivero.¹ This publication describes a planning format and procedure which enables the committee member to plan self-improvement activities which are related to the climate improvement efforts of the committee.

2. How School Administrators Make Things Happen, by Eugene Howard and Edward Brainard.² This book will provide your committee with a variety of suggestions for planning its work and for working and learning together in a productive manner.

II. Gathering Information

Two kinds of information will be especially helpful to the committee as it studies climate improvement -- (1) information regarding the present status of the school's climate, and (2) information regarding promising climate improvement projects in other schools.

Chapters of this book have already provided you with suggestions for defining the strengths and weaknesses of your school's climate. Detailed information regarding ways to define and assess your school's climate is also provided in the Phi Delta Kappa book, School Climate Improvement,³ by Robert Fox and others. This book contains several instruments which can be used to assess school climate, provides instructions for their use, and suggests several specific climate improvement activities.

Conducting a formal climate assessment is, however, only one of several ways to obtain information about your school's climate. Two additional procedures can also be helpful:

1. Conduct a series of meetings with your staff, parents and students to identify and prioritize the major problems in your school.

¹ Olivero, James. Self-Performance Achievement Record (SPAR). A CADRE Occasional Paper. (\$3.50)

² Howard, Eugene R. and Brainard, Edward, How School Administrators Make Things Happen, West Nyack, N.Y., 1975, Parker Publishing Co. (\$15.00)
(Both publications are available from the CADRE Publications Center, College of Education, University of Tulsa, Tulsa, OK 74104.)

³ Fox, Robert, et. al. School Climate Improvement: A Challenge to the School Administrator, Bloomington, IN. Phi Delta Kappa, 1974.
Available from Phi Delta Kappa or from the CADRE Publications Center (\$4.00)

Some of the problems identified will not be climate problems, but others will. Your committee then can define climate improvement activities which relate to the problems you have identified. In analyzing the problems, classify them according to Fox's climate determinants.⁴ For example, a major problem in your school may be that too many pupils are doing poorly in basic skills subjects. This problem would be related to the climate determinants dealing with opportunities for action learning, individualized performance expectations, varied learning environments, and making the curriculum more flexible. Part of the solution to the problem might lie in implementing activities aimed at positively affecting the determinants.

2. Conduct a "mini-audit" of activities already under way in the school which are affecting the climate positively. Almost every school has from six to twelve such activities. One high school, for example, found that the following activities were already taking place:

Activity	Related to the Following Determinant:
1. The science and social studies departments offer opportunities for students to earn full or partial credit through independent study.	1a Opportunities for active learning 1b Flexible curriculum
2. The principal shares planning and budgeting decisions with a faculty-parent planning council.	2a Effective communications 2b Involvement in decision-making
3. The student council sponsors an activity day - arts fair planned by a student committee.	3a Autonomy with responsibility 3b Involvement in decision-making

Such a "mini-audit" will give your committee a picture of what is already happening and will enable the committee to identify climate determinants which are not being affected by existing activities. New activities, then, might be planned in those areas currently being neglected.

III. Identifying Projects and Forming Task Forces

At this stage of the process the committee makes decisions regarding what, specifically, should be done to improve the school's climate. It then decides who should do it.

⁴ Ibid.

It may be that once the committee identifies what is already happening with climate improvement it will decide not to launch any new projects. It may make more sense to strengthen several existing projects rather than develop new ones. Also, at this stage, the committee may decide to group several existing activities together under one unifying theme - for example.

Unifying Theme:

Improving students' self-concept

Existing Activities:

1. The school's peer counseling program
2. The student council's "Thank-you Gram" Program⁵
3. The teacher advisor program for unmotivated pupils, and
4. The existing extrinsic rewards activities (e.g., honor roll, awarding school letters, National Honor society)

The resulting "Improving Self-Concept" project would then be coordinated by a task force of involved staff, students and parents who would be exploring ways to strengthen and expand existing projects and activities. Through the influence of the task force, all of the existing activities would focus their efforts on the unifying theme regarding self-concept.

Perhaps at this point it would be a good idea to define the term, "task force." A task force is a group of individuals who work together in a common effort to achieve an agreed-upon objective. A task force is a planning and working group, not a studying and recommending group. The group has accepted an assignment to assume responsibility for planning and implementing a set of school improvement activities. They have the authority to do agreed-upon tasks.

The committee may decide at this point that one or more new projects should be launched. Perhaps committee members have been favorably impressed with one or more projects which they have read about or observed elsewhere. Perhaps they have decided to seek assistance from their state's Title 4-C (Innovative Projects) or state facilitator program in adapting a nationally validated project to their school. The publication, Educational Programs That Work,⁶ available from each

⁵ A program in which a "Thank-you Gram" Committee sends notes resembling telegrams to people who do good things for the school.

⁶ Educational Programs That Work; copies of this catalog may be purchased for \$4.95 (prepaid) from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA. 94103.

states' facilitator program contains a gold mine of already proven ideas for improving school climate.

For each project identified the committee organizes a task force to assume responsibility for implementation. The membership on the task force is determined by the nature of the task. The committee should make every effort to place on each task force individuals with the talent which will be needed to make the project work. Some task forces may be composed primarily of students; others of parents; others of staff members. Others have mixed membership.

Membership on a task force should be voluntary. The committee, however, will probably want to invite some specific individuals to participate so that appropriate talent for implementation of the project is available.

The organization plan which will have been built at this stage will be similar to that shown in Figure 3.

Provision should be made for each task force chairman to become a member of the school climate improvement committee. Such dual membership makes the committee's coordination of the task forces' activities much easier than would otherwise be the case.

Each task force should be given a charge from the committee worded in a manner similar to the charge given to the committee. Once the task force receives a charge it should proceed to plan its work. Each task force chairperson submits the work plan to the improvement committee for approval. Such work plans are essential, without them there is no way the committee can grant the task forces the autonomy needed to proceed. The task forces, by assuming responsibility for planning their work, earn the autonomy needed in order to do its work without red tape or unwanted interference.

IV. Managing the Plan - Getting Things Done

Management of the committee's plan and of each task force's plan is effective to the extent that each plan defines specifically:

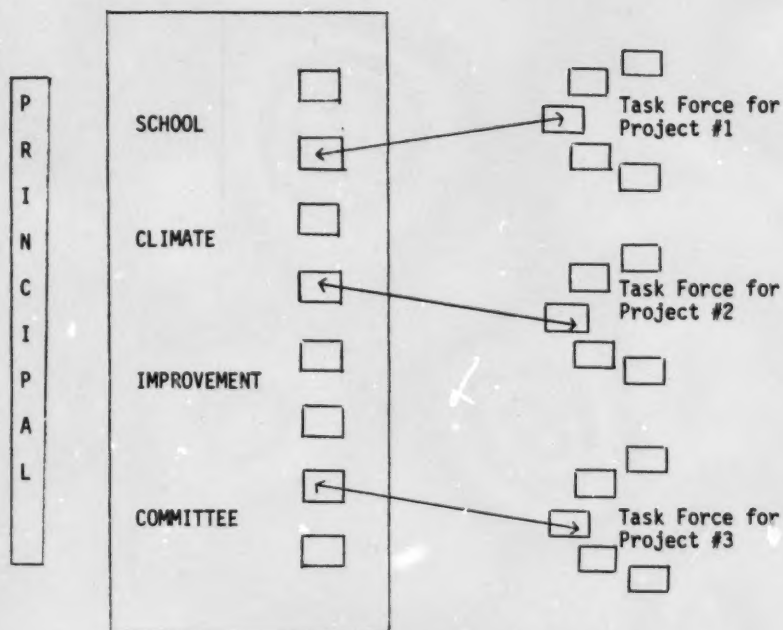
1. What is to be done
2. Who is to do it, and
3. By when?

If these three elements of the work plan are missing, the manager has nothing to manage and, as a result, nothing happens.

Managing the Committee's Work

Typically the principal will serve as the manager of the climate

Figure 3
ORGANIZATIONAL PLAN FOR
SCHOOL CLIMATE IMPROVEMENT



Each task force plans, administers, and evaluates one climate improvement project.

improvement committee's action plan. In some cases, however, this responsibility has been successfully delegated. The task of the committee's manager consists of:

1. Monitoring the progress of each part of the committee's action plan by conferring frequently with the person primarily responsible for each major task (see Figure 2). Periodically reviewing the plan with each responsible committee member to determine the extent to which planned activities are being performed effectively and in accordance with the agreed-upon time schedule.
2. Providing direct support and assistance to each person responsible for a task. This includes the clearing away organizational debris in the path of the individual so that he or she can proceed without dealing with debilitating red tape. The manager may, from time to time, have to run interference for committee members with members of the individual school or central office hierarchy.
3. Serving as an organizational and planning specialist to each committee member with a major responsibility as that individual develops clearly stated, implementable action plans, and
4. Conducting committee meetings in such a way that everyone finds out what everyone else is doing and that everyone assumes responsibility for tasks in accordance with his or her ability and interest. Such meetings should be short and infrequent. Committee members who spend a lot of time working on agreed-upon tasks will need to spend less time than is usually the case in committee meetings.

Much of the facilitating and monitoring of the individual committee member's work can be done by the manager on an informal basis at mutually convenient times and places. It only takes a few minutes for the manager to find out how well a task is progressing and to determine whether or not the person responsible needs any help in implementing the action plan.

Everyone on the committee should realize that the action plans are flexible. Activities can and should be added, modified and deleted while implementation is under way. Target dates can be changed and tasks can be assigned to additional people as may be required.

Managing the Task Force's Work

Each task force's plan is managed in much the same manner as is the committee's plan. The task force's chairperson's roles are practically identical to those of the manager of the committee. The

chairperson assists with planning, encourages, facilitates, assists with organization, runs administrative interference, cuts red-tape, and monitors. In short, the chairperson assumes responsibility for seeing to it that agreed-upon tasks are accomplished.

A sample plan of work from a task force is reproduced in Figure 4.

Please note that the objective of this plan is worded in such a way that it is related directly to three of Fox's Climate Determinants. The Fox instrument can measure the extent to which each determinant is operating effectively; thus evaluation of the impact of the plan on the over-all climate of the school has been built into the plan. Additional evaluation of the plan's impact will be defined by Jo Ann (Activity 4).

(Activity 4)
FIGURE 4

Plan of Work
Task Force on Teacher Advisement

OBJECTIVE: Improve communications between teachers and pupils and provide each pupil with faculty support in personal problem solving and decision making.

RESPONSIBILITY: Jim Hanson ASSISTED BY: Marie Davis, Jo Ann Brown,
Bill Buckner, Harold Jensen

ACTIVITIES	TARGET DATE	RESPONSIBILITY
1. Provide task force members with information regarding successful programs.	On-going	Jim
2. Organize visitations to other schools.	Sept. 20 Oct. 15 Nov. 15	Bill
3. Design pilot project for Jefferson High School	Dec. 1	Harold and total task force
4. Design evaluation plan for pilot project	Dec. 1	Jo Ann
5. Plan and conduct in-service for pilot project advisors	Oct. 15 Nov. 15 Dec. 5 and On-going	Marie
6. Keep faculty, parents, and students informed of project	On-going	Jim and Marie

As manager of this plan of work Jim Hanson confers regularly on an informal basis with each task force member. He also asks for progress reports from each member at each task force meeting. He represents the task force on the school's climate improvement committee where he reports to the total committee and to the principal regarding the task force's progress. From time to time he modifies his task force's plan of work to show new activities which he and his task force members agree upon.

V. Protecting Your Flanks

Implementing change in a school is, at times, a risky business. Principals who push change too fast can quickly become ex-principals.

In most schools there are some faculty members who play a favorite game called "knock the project." This game, usually played in the faculty lounge or at the Friday evening social hour, consists of thinking up as many reasons as possible why what is happening is a bad idea. Some examples:

- We tried it before and it didn't work
- Parents will never stand for it
- It's not in the contract
- We weren't involved in planning it
- No one told me this was happening
- It's just another fad
- If you ignore it, it will go away, and
- What we really need to work on is.....

Once climate improvement is firmly established in a school, opposition to the concept will disappear. During the first year or two, however, while only a few people may be involved and while some mistakes are being made, the whole program is vulnerable.

It is important, then, that during the first two years of climate improvement activity the faculty, parents, and students be kept well-informed of what the program is, why it is being implemented, and how the program plans are progressing.

In the name of democratic administration some principals have submitted proposed programs, such as climate improvement, to the faculty for a vote. This is a bad idea for at least two reasons: (1) A negative vote deprives those faculty members who want to work on climate improvement of the opportunity to do so, and (2) A negative vote is more likely to the extent that climate improvement is needed.

The time to launch a climate improvement activity is when you find two or more individuals who want to work on solving a climate-related problem. At that time, a task force can be organized and planning can begin. As projects are defined and activities implemented it becomes progressively more important that faculty, parent, and student support be generated. Activities designed to build this support should be included in each task plan of the committee and each individual task force plan to implement a project. Examples of the types of activities that might be effective:

- Conduct a faculty meeting describing the climate improvement concept and the committee's plans to improve climate.
- Involve all parents, students, and faculty in the climate assessment. Report back to each group regarding what they said were the climate problems of the school. Ask for suggestions for activities for solving problems.
- Assign each member of the committee the task of keeping two or three key faculty members informed, on an informal basis, of the work of the committee. Be especially sure that influential faculty opinion-makers are kept well-informed.
- Provide periodic progress reports to the total faculty, the parent organization, the student council, and the principal's cabinet.
- Organize workshops and credit courses on topics related to climate improvement.
- Authorize travel to conferences and to other schools for groups of faculty members and parents so they can learn more about school climate. Include skeptics in the groups but don't let them dominate the groups.
- Invite teachers, administrators, and students from schools which are well advanced in implementing climate improvement to visit your school and report to your faculty and your student council about what is happening elsewhere.
- Publish a monthly "Weather Report" describing what you are trying to do and how you are trying to do it.

VI. The Pacing of Change

One common mistake made by climate improvement committees is that of proceeding with change too rapidly. You may consider your committee's first year a successful one if it completes a climate assessment, if it establishes a climate resource bank, if it makes several visits to successful projects, and if it organizes one task force related to a high-priority problem. During the second year the number of task forces might be expanded to three and during the third year to five or six.

The over-all impact of the work of the committee and task forces will usually be felt by the end of the second year. Typically at that time student and staff morale will be noticeably improved. By the end of the third year you will see substantial reductions in the number and serious nature of your school's discipline problems; attendance problems will be diminishing; vandalism will decline; and students' attitudes toward learning will improve.

Figure 5 summarizes the outcomes of four years of intensive climate improvement activity by the staff and students of Seattle's Cleveland High School.

Figure 5

Some Results of Climate Improvement Projects
at Cleveland High School, Seattle

1. Previously losing athletic teams began to win.
 2. Number of fights in school diminished.
 3. Requests for transfers to other schools declined.
 4. Number of discipline referrals to the office declined.
 5. Class cutting and truancy declined (percentage of pupils absent each period - before the project - 35% Now - 5.6%).
 6. Library use increased by 30% and number of lost and stolen library books decreased by 70%.
 7. Security officers in the buildings were eliminated because they were no longer needed, and
 8. Problems with non-student intruders diminished (Cleveland students will ask intruders to leave).
-

For a complete description of this project, see Chapter 1 of School Discipline Desk Book⁷ by Eugene R. Howard. This book describes several hundred successful climate improvement ideas which have resulted in improved discipline in elementary and secondary schools throughout the country.

⁷ Howard, Eugene R., School Discipline Desk Book, West Nyack, N.J., Parker, 1978. Available from the CADRE Publications Center, University of Tulsa, Tulsa, OK 74104, or from the publisher.

The committee task force organizational pattern provides for a high degree of faculty, parent, and student involvement in climate improvement activities. As this involvement increases, morale improves. In one school, the Gorman Junior High School in the Harrison School District of Colorado Springs, over 50% of the faculty members are now actively working on three climate improvement task forces. Morale has improved noticeably in only one year.

Involvement of staff, students, and parents in climate improvement activities should grow steadily over a three to four year period. This involvement grows as new projects are identified and new task forces are formed. The only limitation to this growth is the planning and management capability of the task force leaders and the level of efficiency of the coordinating committee.

SUMMARY

A school with a positive, humane climate is not a sloppy school. It is not a place where everyone does his or her own thing. Rather it is a place where large numbers of people have a meaningful role in the school improvement process. We assume in such a place that the school is infinitely improveable; that people, given encouragement, will want to have a part in the shaping of institutions which in turn shape them; and that schools exist to serve the people - not the other way around. We assume that it is a satisfying experience for students, parents and staff to have a part in making the school better and that that satisfying experience will positively affect morale and productivity. And we assume that climate improvement should be carefully planned; it does not happen just because we want it to.

These assumptions are being proven correct in a few schools where enlightened leaders have involved many others in the exciting task of humanizing the place in which they live and work.

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Two fundamental perspectives of schooling are compared to show how one perspective can increase satisfaction and production.

SCHOOL CLIMATE: EVALUATION/IMPLEMENTATION

Bruce Howell and Bill Grahlman, editors

An anthology that presents an overview for improving school climate through assessment and implementation activities.

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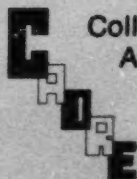
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